

THE WRITING ACADEMY®

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GRADE



Cluster 8

Research Capstone

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 8

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Statement of Purpose

Cluster 8 is the Grade 5 research capstone. Students bring together everything they have learned to investigate how change begins and whether change is always improvement, drawing on multiple sources.

Through a research lens of challenge, evidence, consequence, and synthesis, students question a situation, weigh evidence to make choices, judge whether a change improved things, and synthesize their sources into a full research paper. This cluster carries the highest stamina of the year.

Abstract

Module 1, Challenge and Question, opens the research investigation by asking when something needs to change. Module 2, Evidence and Choice, uses evidence from many sources to make stronger choices.

Module 3, Action, Consequence, and Revision, judges whether a change is truly an improvement, and Module 4, Synthesis and Publication, brings the research together into a finished paper. Because this is a research and synthesis cluster, the weekly rhythm builds toward convergence and a final synthesis capstone.

Standards at a Glance

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

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

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

GRADE 5 • CLUSTER 8 • RESEARCH

M O D U L E

1

Challenge and Question

Week 1 | Grade 5 | Cluster 8 | Monthlong Cumulative Research
Paper Unit

Module 1: Challenge and Question

Week 1 | Grade 5 | Cluster 8 | Monthlong Cumulative Research Paper Unit

How Does Change Begin?

Module Question

How do people know that something needs to change?

End-of-Module Answer

Change often begins when people notice that something is unfair, unsafe, unsuccessful, confusing, or not working, and then turn that observation into a question.

Final Research Prompt

Explain what makes change happen. Use evidence from the Grade 5 research passages and earlier passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change. Then explain how researchers can decide whether the change was an improvement.

Passage Set and Stamina

Passage	Purpose in This Module	Reading Stamina
From Protest to Participation: How a Nation Changes	Civic evidence bank for questions about rights, participation, and citizenship	Foundational
How Change Happens: Observe, Adapt, Test, and Improve	Evidence bank for observation, testing, evaluation, and revision	Foundational

Teacher Passage Use Note: The renderer includes each passage twice: first as a clean reading copy and then as a TRACKS-highlighted copy. Students read the clean version before annotating.

Teacher Inspiration

Teacher Script

“Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together.”

Teacher Script

“This module asks students to use information as evidence for an answer, not as a list of disconnected facts.”

Teaching Stance

The source materials place Cluster 8 at the research convergence point: substantial texts become evidence banks. Preserve the intellectual work by asking students what a detail proves.

Module 1 - Family Communication

This Week at a Glance

Big Skill	Shared Research HABIT	Collaborative Learning
notice a challenge and turn it into a research question	Name evidence, explain what it proves, and revise thinking when needed.	Challenge-to-Question Match

One Question to Send Home



Teacher Script

"What evidence would help us understand this before we decide?"

Family Letter

Dear Families,

This week your fifth grader studies Challenge and Question in the Cluster 8 research project, “What Makes Change Happen?” Students work with the two research evidence banks, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. The module question is “How do people know that something needs to change?” and the class is learning to notice a challenge and turn it into a research question. The goal is to use evidence to explain thinking, rather than simply collect facts or retell a source.

In class, students will participate in Challenge-to-Question Match, discuss evidence from both passages, and write Body Paragraph 1 of the cumulative research work. They will practice the research structure R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. This week’s work focuses on why a challenge matters and how a question guides evidence gathering. Ask your child to name one source detail and explain, “This matters because ...”

At home, choose a small decision, change, or question in your family or community. Give your child time to name what is known, what still needs to be checked, and whose viewpoint matters. Then ask, “What evidence would help us make a responsible choice?” A short conversation like this strengthens the careful evidence-based HABIT students use in their research writing.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado estudia Challenge and Question en el proyecto de investigación del Grupo 8, “¿Qué hace que ocurra el cambio?” Los estudiantes trabajan con los dos bancos de evidencia de investigación, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. La pregunta del módulo es “How do people know that something needs to change?” y la clase aprende a notice a challenge and turn it into a research question. La meta es usar evidencia para explicar el pensamiento, no solamente coleccionar datos ni volver a contar una fuente.

En clase, los estudiantes participarán en Challenge-to-Question Match, conversarán sobre evidencia de los dos pasajes y escribirán Body Paragraph 1 del trabajo de investigación acumulativo. Practicarán la estructura R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. El trabajo de esta semana se enfoca en why a challenge matters and how a question guides evidence gathering. Pida a su hijo o hija que nombre un detalle de una fuente y explique: “Esto importa porque ...”.

En casa, elijan una decisión, un cambio o una pregunta pequeña de la familia o de la comunidad. Denle tiempo a su hijo o hija para nombrar lo que se sabe, lo que todavía se debe comprobar y qué punto de vista importa. Después pregunte: “¿Qué evidencia nos ayudaría a tomar una decisión responsable?” Una conversación breve como esta fortalece el HABIT de pensamiento basado en evidencia que los estudiantes usan en su escritura de investigación.

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

Module 1 - Family Conversation Starters

Questions That Invite Evidence

- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your child to explain which note is evidence and which is an assumption. End by completing the frame: "Our careful choice would be ___ because ___."

Conversación en Casa

- ¿Qué desafío o cambio notas, y por qué importa?
- ¿Qué sabemos por una observación y qué solamente suponemos?
- ¿Qué punto de vista debemos escuchar antes de decidir?
- ¿Qué podría pasar después y cómo podríamos comprobar si el resultado es justo?

Actividad Familiar

Eliján una decisión pequeña. Hagan tres notas: lo que observamos, lo que nos preguntamos y qué evidencia podría ayudar. Su hijo o hija explica cuál nota es evidencia y cuál es una suposición. Terminen con: "Nuestra decisión cuidadosa sería ___ porque ___."

Module 1 - Lesson Overview and Standards

Lesson Overview

Across the five GRADUATE days, students gather a research purpose, attempt Challenge-to-Question Match, discuss evidence, use the learning independently in Body Paragraph 1, award a specific strength, target a next move, and educate an audience. The module's answer is: Change often begins when people notice that something is unfair, unsafe, unsuccessful, confusing, or not working, and then turn that observation into a question.

Cluster 8 Standards - Compact Scope

Writing Process TEKS

TEKS	Cluster 8 Application
5.11(A)	plan a first draft for topic, purpose, and audience
5.11(B)(i)	develop a focused, structured, coherent draft
5.11(B)(iv)	develop an engaging idea with specific facts and details

Writing Genre TEKS

TEKS	Cluster 8 Application
5.12(B)(i)	compose informational text with a clear central idea
5.12(B)(ii)	use informational genre characteristics
5.13(A)	generate and clarify questions for inquiry
5.13(C)	identify and gather relevant information from sources

Revising TEKS

TEKS	Cluster 8 Application
5.11(C)(iii)	add ideas for coherence and clarity
5.11(C)(iv)	delete ideas for coherence and clarity
5.11(C)(ix)	combine ideas for clarity

Editing TEKS

TEKS	Cluster 8 Application
5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement
5.11(D)(xxii)	edit quotation marks in dialogue and quotations

Module 1 - Daily TEKS and ELPS

ELPS - Language Support for Research Talk and Writing

Listening: Students restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.

Speaking: Students use evidence, source, consequence, revise, and the module vocabulary to defend a choice with increasing specificity.

Reading: Students read one manageable source section at a time, identify the detail that answers a question, and compare how the two sources contribute to the same claim.

Writing: Students use source credit, a direct quotation or paraphrase, and a because explanation to make the connection between evidence and a research reason visible.

Daily TEKS + ELPS Box

Day	TEKS Focus	ELPS Focus	Student Language Move
Day 1	5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	Restate a challenge or ask for clarification.
Day 2	5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	Defend why a source detail fits.
Day 3	5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	Explain how evidence proves a reason.
Day 4	5.11(C)	2(E)(i), 4(F)(ix)	Name a strength and a precise next move.
Day 5	5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	Present a source-based explanation clearly.

Module 1 - Language Domains in Action

Language Domain	Student Language Move	Evidence of Learning
Listening	Listen for a partner's claim and source detail.	Restates the detail accurately before responding.
Speaking	Defend how a detail supports a claim.	Uses because to connect evidence and reasoning.
Reading	Compare relevant details across both passages.	Marks evidence with a stated purpose.
Writing	Write an evidence-based research explanation.	Connects a source detail to a reason and conclusion.

Teacher Script



Teacher Script

"Every language domain has the same goal today: make the evidence and the thinking visible."

Module 1 - Learning Destination

I Can Statements

- I can notice a challenge and turn it into a research question.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.

I Will Statements

- I will use the two research passages as evidence banks.
 - I will build an R-E1-E2 explanation with source credit.
 - I will revise my thinking when evidence asks me to reconsider.
- Teacher script: "Say the target in your own words. Then show me the evidence that proves you reached it."

Module 1 - Rigor, Cognitive Demand, and Misconceptions

Cognitive Demand

Cognitive Demand	Student Work	Teacher Prompt
Notice and recall	Locate a relevant observation, action, or consequence.	What does the source actually say or show?
Analyze	Separate evidence from an assumption; compare two source details.	How are these details alike, different, or connected?
Evaluate	Judge whether evidence supports a choice or shows improvement.	What makes this evidence stronger than another detail?
Create	Write and revise an R-E1-E2 explanation for an audience.	What does this evidence prove about the module question?

Misconceptions to Watch For

Misconception	What It Sounds Like	Teacher Response
An interesting detail is automatically evidence.	I liked this fact, so I used it.	Ask: How does it help prove the reason?
An assumption is the same as an observation.	I think it happened, so it is proof.	Ask students to name what can be checked in a source.
A quotation explains itself.	The quote proves my idea.	Prompt: Explain what the quoted words mean and why they matter.
Change is automatically improvement.	Something changed, so it was better.	Ask who benefited, who was harmed, and what happened next.

Module 1 - Thinking Levels

Level	Student Response	Next Move
Foundational	Names a topic or source fact.	Add a reason that answers the module question.
Emergent	States an answer with a general example.	Add precise source credit and a relevant detail.
Visible	Uses a source detail but gives little explanation.	Tell what the detail proves.
Independent	Uses source evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Synthesizes evidence and evaluates consequences or revision.	Name the broader lesson for an audience.



Teacher Script

"We are not adding words just to make writing longer. We are adding thinking so readers can see how the evidence works."

Module 1 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, preview the everyday words, academic writing words, and passage or framework words that will help us explain our thinking."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
change	make or become different	I can use change to explain ____.
question	something asked to learn more	I can use question to explain ____.
problem	something that needs attention or a solution	I can use problem to explain ____.
fair	treating people in a just way	I can use fair to explain ____.
voice	a chance to share ideas or be heard	I can use voice to explain ____.
law	a rule made by a government	I can use law to explain ____.
right	a freedom or protection people should have	I can use right to explain ____.
listen	pay attention to what another person says	I can use listen to explain ____.
action	something a person does	I can use action to explain ____.
result	what happens because of an action	I can use result to explain ____.

Tier 2 Vocabulary - Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
challenge	a condition that needs careful attention	Evidence helps me challenge ____.
evidence	facts or details that support an idea	Evidence helps me evidence ____.
source	a text, speaker, or place that provides information	Evidence helps me source ____.
claim	an answer or idea that needs proof	Evidence helps me claim ____.
consequence	what happens after an action or choice	Evidence helps me consequence ____.
participation	taking part in a group or decision	Evidence helps me participation ____.
representation	having someone speak or act for a group	Evidence helps me representation ____.
perspective	a person's way of seeing an issue	Evidence helps me perspective ____.
evaluate	study information to make a careful judgment	Evidence helps me evaluate ____.
conclusion	a final idea reached after thinking about evidence	Evidence helps me conclusion ____.

Tier 3 Vocabulary - Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
taxation without representation	tak-SAY-shun with-OUT rep-rih-zen-TAY-shun	being taxed without elected representatives	This term helps explain ____.
Stamp Act	STAMP akt	a British law that placed a tax on printed paper	This term helps explain ____.
Parliament	PAR-luh-ment	the lawmaking body of Great Britain	This term helps explain ____.
boycott	BOY-kot	refusing to buy or use something as a protest	This term helps explain ____.
Sons of Liberty	SUNZ uv LIB-er-tee	colonists who organized against British policies	This term helps explain ____.
Declaration of Independence	dek-luh-RAY-shun uv in-di-PEN-dens	the 1776 statement that the colonies would be independent	This term helps explain ____.
consent of the governed	kun-SENT uv thuh GUV-ernd	the idea that government power comes from the people	This term helps explain ____.
Abigail Adams	AB-ih-gayl AD-umz	a writer who urged leaders to remember women's rights	This term helps explain ____.
Constitution	kon-stih-TOO-shun	the plan for the United States government	This term helps explain ____.
Bill of Rights	bil uv RYTS	the first ten amendments protecting freedoms	This term helps explain ____.

Practice Direction

Choose one Tier 2 word and one Tier 3 word. Use both in one oral explanation about a source detail.

Module 1 - Background Knowledge and Educator Insight

Source Context

Teacher Script

“From Protest to Participation: How a Nation Changes” asks how ideas about freedom, rights, and citizenship become real changes in a nation. “How Change Happens: Observe, Adapt, Test, and Improve” asks what history and science teach about responding to challenges. Together they provide the civic and scientific evidence students need for Cluster 8.”

The Two Lenses Students Will Use

Research Lens	What Students Notice	Writing Payoff
Civic change	People question fairness, representation, rights, and participation.	A writer can explain how a concern grows into collective action.
Scientific change	People observe, test an explanation, compare results, and revise.	A writer can explain why evidence should guide the next decision.
Shared research habit	Both sources move from a challenge to evidence, action, and a check of results.	A writer can connect two sources instead of listing facts.

Educator Insight

The source sequence moves from challenge and question, to evidence and choice, to consequence and revision, and finally to synthesis and publication. Challenge and Question emphasizes why a challenge matters and how a question guides evidence gathering. Keep the focus on accurate source details and the explanation that connects those details to a claim.

Module 1 - Materials and Preparation

Material	Preparation and Purpose
“From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”	Print or project for a clean read and TRACKS reread.
Interactive notebooks, source logs, sticky notes, pencils, highlighters	Record evidence, source credit, and explanation.
Challenge-to-Question Match materials	Prepare one set per partner group.
Daily Deck and student tracking sheet	Display directions, model, and reflection prompts.

Before Students Arrive

1. Put one clean and one TRACKS-ready copy of each source at every table.
2. Post the module question, the R-E1-E2 structure, and the source-title key where students can point to them.
3. Place activity cards in numbered sets; keep one teacher-key set for the debrief.
4. Prepare a visible “Evidence matters because ____” strip for oral rehearsal.



Teacher Script

“Evidence has a job: it must help explain a claim. Keep only the details that can do that job.”

Module 1 - Anchor Chart and Board Notes

Research HABIT: Notice -> Question -> Gather -> Compare -> Decide -> Act -> Check

Teacher Script

"How Change Happens: Observe, Adapt, Test, and Improve" names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

R-E1-E2

R = reason the paragraph proves. E1 = evidence from a source. E2 = explanation of what the evidence proves.

Student Talk Moves

When I am stuck...	I can say...
I need a source detail	"I notice ___ in the source, so I might use it as evidence."
I need to explain	"This detail matters because ___."
I need a second source	"The other source adds ___, which helps me understand ___."
I need to revise	"This evidence does not fully fit my reason, so I will ___."

Board Prompt

One reason meaningful change begins is that people notice a challenge and turn it into a question.

Teacher Script

"A report tells what happened. A research explanation tells what the information proves."

Module 1 - Teacher Modeling: Make the Thinking Visible

Model Reason

One reason meaningful change begins is that people notice a challenge and turn it into a question.

Model Evidence and Explanation

Teacher Script

"From Protest to Participation: How a Nation Changes" explains that colonists questioned why Parliament could tax them when they had no elected representatives in Parliament. "How Change Happens: Observe, Adapt, Test, and Improve" shows Kendrix noticing that her garden became worse after extra watering. These details matter because people can move from a first reaction to a more focused question, evidence-based choice, or revision when they explain what the source information means."

Think-Aloud

Teacher Script

"First I name the reason I want to prove."

Teacher Script

"Next I choose a source detail that truly fits that reason."

Teacher Script

"Now I do the hardest part: I explain why the detail matters, instead of leaving the reader to guess."

Model Check Before Release

Ask students to point to the R, underline the source evidence, and orally finish: "This evidence matters because ____." Listen for an explanation rather than a repeated detail.

Module 1 - TRACKS Close Reading

TRACKS Key

Letter	Look For	Annotation Question
T	Time	When does this happen, and why does the timing matter?
R	Reactions and relationships	How do people respond or connect?
A	Actions	What did a person or group do?
C	Central people, ideas, or objects	What is central to the change?
K	Key facts	Which detail could become evidence?
S	Setting	Where does this occur, and how does that matter?

Student Annotation Guide

1. Read the clean passage for meaning; do not annotate yet.
2. Reread the TRACKS-highlighted copy and label one useful detail in each passage.
3. Star a detail that could answer a research question.
4. Write: "This detail matters because ____."

Teacher Script

"TRACKS helps us find evidence. Our explanation tells why the evidence belongs in our writing."

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

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[173] They can use evidence to judge whether a policy is working.

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[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

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[182] A vote may change a leader.

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[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Student Annotation Guide — From Protest to Participation: How a Nation Changes

T — Time

Before the American Revolution

R — Reactions

Colonists began asking why Parliament could tax them

A — Actions

Some wrote letters and newspaper articles.

C — Character/Concept/Creature

The Declaration of Independence

K — Key Knowledge

taxation without representation

S — Scenery/Setting

In 1787, delegates met at the Constitutional Convention.

TRACKS EVIDENCE HIGHLIGHTING — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

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PASSAGE 2 — How Change Happens: Observe, Adapt, Test, and Improve

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Student Annotation Guide — How Change Happens: Observe, Adapt, Test, and Improve

T — Time

At that point Kendrix faced an important choice.

R — Reactions

Her original explanation did not match the new evidence.

A — Actions

She chose to reconsider.

C — Character/Concept/Creature

Kendrix's garden

K — Key Knowledge

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

S — Scenery/Setting

When the Pilgrims arrived in Plymouth

TRACKS EVIDENCE HIGHLIGHTING — How Change Happens: Observe, Adapt, Test, and Improve

- [1] Central Question:
- [2] What do history and science teach us about responding to challenges?
- [3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.
- [4] Yet each presents the same basic problem:
- [5] Something about the current situation is not working. What should happen next?
- [6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.
- [7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.
- [8] The subjects are different, but the thinking pattern can be surprisingly similar.
- [9] NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK
- [10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.
- [11] Change Begins With Conditions
- [12] Before deciding what to do, it helps to understand the situation.
- [13] That sounds simple.
- [14] It is not always simple.
- [15] People often notice a problem and immediately assume they know the cause.
- [16] A plant looks weak, so it must need more water.
- [17] A law causes anger, so everyone must want the same solution.
- [18] An invention fails, so the entire idea must be impossible.
- [19] Those conclusions may be correct.
- [20] They may also be wrong.
- [21] The first task is to observe.
- [22] What is actually happening?
- [23] Living Things Respond in Different Ways
- [24] The natural world provides useful examples.
- [25] A newly hatched sea turtle faces immediate danger.
- [26] It must move from its nest toward the ocean.
- [27] It cannot attend a lesson first.
- [28] It cannot practice for several weeks.
- [29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Day 1 - Gather and Reveal

G — Gather



Launch

Think about a time something felt unfair, unsafe, confusing, or not working. What did someone have to notice before anything could change?

Teacher Script

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

Teacher Script

"A strong researcher can name what is known and what still needs a question."

R — Reveal



Mini-Lesson

Challenge: Colonists were taxed by a Parliament where they had no elected representatives. Question: Why did taxation without representation lead colonists to protest?

Teacher Script

"This week we are studying one part of the change process: notice a challenge and turn it into a research question."

Teacher Script

"A feeling may begin a question, but evidence must guide the next decision."

Check for Understanding

Students label the first statement as evidence, assumption, choice, change, or improvement question as appropriate for the module; then justify the label with a partner. Use these source-based examples: muddy soil, yellow leaves, a compromise, a boycott, a question about representation, and a revised watering plan.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	A labeled source example and an oral justification.

Day 2 - Attempt: Challenge-to-Question Match

A — Attempt

A

Teacher Script

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

Teacher Script

"If your group disagrees, point to the wording of the card and explain your evidence."

Activity Directions

In teams, read one source-based action, challenge, claim, or paper-part card. Select the best matching question, evidence, consequence, or placement card. Before a team may keep a match, a speaker must state: "This belongs because ____."

Reproducible Card Set

Source-Based Card	Response Card	Why It Fits
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?	The observations test the first explanation.
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

Teacher Key

Accept a match only when students explain the connection. For Module 4, organize the matching sentences into SET, Body 1, Body 2, Body 3, and R1-R2-R3.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	A defended match using evidence vocabulary.

Question Card Practice Book

Use one card at a time. Read the challenge, state the research question, then record the exact kind of evidence you would need before reaching a conclusion.

Question Card 1

Challenge: Parliament taxed colonists, but colonists did not elect representatives to Parliament.

Research Question: Why did taxation without representation lead to organized protest?

Evidence I would need and why it matters:

Question Card 2

Challenge: The garden plants looked pale and drooped.

Research Question: What evidence showed that more water was not the best solution?

Evidence I would need and why it matters:

Question Card 3

Challenge: Edison's early light bulb tests failed or did not last long.

Research Question: How can failed tests help an invention improve?

Evidence I would need and why it matters:

Question Card 4

Challenge: Some immigrants saw the Statue of Liberty as a symbol of hope but still faced hardship.

Research Question: How can a symbol represent both hope and difficulty?

Evidence I would need and why it matters:

Question Card 5

Challenge: Delegates at the Constitutional Convention disagreed about representation.

Research Question: How did disagreement shape the creation of the Constitution?

Evidence I would need and why it matters:

Question Card 6

Challenge: The Three-Fifths Compromise helped delegates continue but denied the humanity and voice of enslaved people.

Research Question: Why should researchers ask whether a compromise is fair, not just whether it worked?

Evidence I would need and why it matters:

Question Card 7

Challenge: People in a town disagree about how to use empty land.

Research Question: What evidence should citizens gather before choosing a community plan?

Evidence I would need and why it matters:

Question Card 8

Challenge: A community installs a stop sign but must find out whether it actually made the street safer.

Research Question: How can people check whether a solution actually improved the situation?

Evidence I would need and why it matters:

Question Card 9

Challenge: Colonists began with complaints about taxes but later debated independence.

Research Question: How can a movement grow from a smaller request into a larger demand for change?

Evidence I would need and why it matters:

Question Card 10

Challenge: A written right only matters if people understand and respect it.

Research Question: Why is civic knowledge necessary for written rights to be meaningful?

Evidence I would need and why it matters:

Day 3 - Discuss and Use Independently

D — Discuss

D

Teacher Script

"Yesterday, we learned that a strong source detail must connect to a reason."

Teacher Script

"Strong researchers study both the source information and what that information proves."

Discussion Prompts

- Which card gave the strongest evidence, and why?
- Where might a writer confuse an assumption with evidence?
- How do the two passages help us understand the module question in different ways?

U — Use Independently

D

U

Independent Writing Assignment

Explain how change begins when people notice a challenge and ask a question. Use evidence from at least two sources.

Requirements

- State the module reason or a focused claim.
- Use one direct quotation or quoted phrase and one paraphrase.
- Credit "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve" or the Change Lab.
- Include multiple explanation sentences that answer, "What does this evidence prove?"

 Teacher Script

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

 Teacher Script

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	An R-E1-E2 paragraph with source credit.

Day 4 - Award and Target

A — Award

A

T



Teacher Script

"Award yourself for an exact research move you can prove you made."



Teacher Script

"A specific strength helps you repeat the HABIT tomorrow."

Award Evidence

Students complete: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____."

T — Target

A

T



Teacher Script

"A target is not a complaint. It is a next move."



Teacher Script

"Choose one place where you can make the evidence-to-reason connection clearer."

Target Questions

Research Check	Target Question
Reason	Did I prove my reason or only name facts?
Evidence	Did I choose a detail because it truly fits?
Explanation	Where did I explain too little?
Viewpoint	Whose perspective or consequence do I still need to consider?
Revision	What will I add, delete, combine, or rearrange for clarity?

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(C)	2(E)(i), 4(F)(ix)	One evidenced award and one precise target.

Day 5 - Explain and Educate

E — Explain / Educate

E

Teacher Script

“Teach the big idea before you list the details.”

Teacher Script

“Your audience should hear how your evidence works together, not only what happened.”

Presentation Task

Students share one evidence-based explanation through a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit, depending on the module.

Student Presentation Frame

Teacher Script

“The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____.”

Audience Feedback

Listeners name one precise source detail they heard and one explanation that made the evidence meaningful.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	A clear oral source-based explanation.

Module 1 - Student Exemplars

Low Exemplar

Change begins with a question. The colonists asked questions. Kendrix had a garden problem. They both changed.

What Needs Improvement

The response names examples but does not use precise source credit or explain how the details prove the reason.

Medium Exemplar

One reason meaningful change begins is that people notice a challenge and ask a question. “From Protest to Participation: How a Nation Changes” says colonists wondered why Parliament could tax them without representatives. This question helped them think about fairness. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix asking why her plants were still unhealthy. These examples show that people need questions before they can fix problems.

What Needs Improvement

The response has a clear claim and examples, but it needs more explanation of why the evidence matters and how the sources connect.

High Exemplar

One reason meaningful change begins is that people notice a challenge and turn it into a question. “From Protest to Participation: How a Nation Changes” explains that colonists questioned why Parliament could tax them when the colonies did not elect representatives to Parliament. This question mattered because it changed the issue from simply paying taxes to asking whether the government was respecting colonial voice. “How Change Happens: Observe, Adapt, Test, and Improve” gives a scientific example when Kendrix noticed that her garden became worse after extra watering. Instead of repeating the same action, she had to question her first explanation. Together, these examples show that change begins when people recognize that something is not working and ask a question that can guide the next step.

Why the High Exemplar Works

It states a focused claim, credits sources, selects precise evidence, explains what the evidence means, and connects details into one answer.

Module 1 - Assessment

Research Writing Rubric

Scoring Area	3 - Strong	2 - Developing	1 - Beginning	0 - Not Demonstrated
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.	Too little work to evaluate.
Evidence and Explanation	Uses accurate source evidence, credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.	No relevant evidence.
Organization	Uses R-E1-E2 or the module structure coherently.	Structure is mostly clear.	Ideas may be disconnected.	No recognizable structure.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.	Errors interfere with understanding.

Collect

Collect the student paragraph or final paper, one source-log entry, and an Award/Target reflection.

Module 1 - Check the Learning

Embedded Check

Give three source-based details: Kendrix saw muddy soil and yellow leaves; Kendrix's garden became worse after extra watering; Edison's early light bulb tests failed or did not last long. Ask students which detail most precisely supports the stated evidence-based choice and why.

Answer Key

The muddy soil and yellow leaves are strongest for a choice about watering because they are specific observations that challenge the first explanation and can guide a revised choice. The other source details could support a different claim, but they are not the most precise evidence for this one.

Exit Ticket

Teacher Script

"The source detail I will use is _____. It proves my reason because _____."

Module 1 - Intervention

One Clear Research Move at a Time

Use a three-box organizer: R (reason), E1 (evidence plus source credit), E2 (what the evidence proves). Have students say each box aloud before writing.

Sentence Frames

- One reason ____ is ____.
- “From Protest to Participation: How a Nation Changes” explains ____.
- “How Change Happens: Observe, Adapt, Test, and Improve” shows ____.
- This evidence matters because ____.
- This connects to the module question because ____.



Teacher Script

“Build one clear reason, one exact detail, and one explanation. Then add the next piece.”

Module 1 - Embedded Supports

Source-Credit Support

Display and rehearse: “From Protest to Participation: How a Nation Changes” explains ____.” “In “How Change Happens: Observe, Adapt, Test, and Improve”, the author shows ____.” “The Change Lab source states ____.”

Multilingual Learner Support

Pair each source title with a visual icon. Let students rehearse an evidence-and-because sentence with a partner before drafting. Accept a labeled organizer first, then expand it into connected sentences.

Accessibility Support

Offer enlarged card text, read cards aloud, and provide a completed R-E1-E2 template with blanks for the student's own evidence and explanation.

Module 1 - Enrichment

Evidence Curator

Students compare two possible details for the same reason. They write a curator label explaining which detail is stronger, which audience it helps, and what new question remains.

Challenge Prompt

How can the same change look helpful to one group and harmful to another group? Use two sources, precise source credit, and an explanation of the consequence.

Module 1 - Additional Writing Opportunity

Quick Write

Write a new explanation sentence that begins, “This evidence matters because ...” Do not repeat the source detail. Explain its connection to how do people know that something needs to change?

Partner Response

The listener says either “evidence” or “explanation,” then names the clue that supported the decision.

Source Note Practice Book

Use the source title, record an accurate detail, then explain how it could answer a question about change. Do not copy a detail without writing what it may prove.

Source Note 1

Source: "From Protest to Participation: How a Nation Changes"

Accurate detail to investigate: questions about fairness, voice, rights, government power, and citizenship

Question this detail could help answer; source credit; and explanation:

Source Note 2

Source: “How Change Happens: Observe, Adapt, Test, and Improve”

Accurate detail to investigate: something about the current situation is not working

Question this detail could help answer; source credit; and explanation:

Source Note 3

Source: “From Protest to Participation: How a Nation Changes”

Accurate detail to investigate: colonists questioned why Parliament could tax them without elected representatives

Question this detail could help answer; source credit; and explanation:

Source Note 4

Source: “How Change Happens: Observe, Adapt, Test, and Improve”

Accurate detail to investigate: Kendrix’s garden became worse after more watering

Question this detail could help answer; source credit; and explanation:

Source Note 5

Source: "How Change Happens: Observe, Adapt, Test, and Improve"

Accurate detail to investigate: muddy soil and yellow leaves gave evidence that more water was not the best solution

Question this detail could help answer; source credit; and explanation:

Source Note 6

Source: Change Lab

Accurate detail to investigate: Edison's workers tested different materials and used failed tests as information

Question this detail could help answer; source credit; and explanation:

Source Note 7

Source: "How Change Happens: Observe, Adapt, Test, and Improve"

Accurate detail to investigate: the Three-Fifths Compromise helped delegates move forward while enslaved people remained without freedom or political voice

Question this detail could help answer; source credit; and explanation:

Source Note 8

Source: "From Protest to Participation: How a Nation Changes"

Accurate detail to investigate: immigrants could see the Statue of Liberty as hope while facing language barriers and difficult working conditions

Question this detail could help answer; source credit; and explanation:

Module 1 - Auditory Engagement

Say the Research Structure

Teacher reads “Reason.” Students respond, “What I will prove.” Teacher reads “Evidence.” Students respond, “What the source shows.” Teacher reads “Explanation.” Students respond, “Why it matters.” Partners read one source detail aloud and orally complete the explanation frame.

Call and Response

Teacher: “Evidence is not enough.” Students: “Explain what it proves!”

Teacher: “A research paper is not a pile.” Students: “It is a structure!”

Module 1 - Pause Points

|| Pause Point - Before Choosing Evidence

Does this detail prove my reason, or is it only interesting?

|| Pause Point - Before Writing E2

Have I told the reader what the detail means and why it matters?

|| Pause Point - Before Sharing

Did I name my source, explain my evidence, and consider what should happen next?

Module 1 - Student Tracking Sheet

Day	Learning Target	I tried it	I can explain it	My next step
Day 1 - Gather and Reveal	I can notice a challenge and turn it into a research question.	[]	[]	
Day 2 - Attempt	I can defend a match in Challenge-to-Question Match.	[]	[]	
Day 3 - Discuss and Use	I can write an R-E1-E2 explanation.	[]	[]	
Day 4 - Award and Target	I can name a strength and a precise next step.	[]	[]	
Day 5 - Explain	I can teach how evidence supports my thinking.	[]	[]	

Module 1 - Closure

Teacher Closing Script

Teacher Script

"This month, you did not just collect facts. You studied change."

Teacher Script

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

Teacher Script

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

|| Celebration Moment

Students complete: "One research HABIT I will carry forward is ___ because ___."

Module 1 - Virtual Classroom Adjustment



Purple Virtual Classroom Box

Tuesday's Challenge-to-Question Match becomes a drag-and-drop shared slide. Partners use breakout rooms to read, place, and defend cards. Keep Wednesday writing independent in individual source-log copies. Students submit Award/Target reflections through a form. Friday's sharing becomes a virtual gallery or optional 90-second recorded presentation. Use reaction icons for quick checks: Q = quote, P = paraphrase, E = evidence, X = not enough proof. Teacher script: "Read the card aloud. Place it. Explain the evidence-to-claim connection. Leave a visible thinking trace for your partner."

GRADE 5 • CLUSTER 8 • RESEARCH

M O D U L E

2

Evidence and Choice

Week 2 | Grade 5 | Cluster 8 | Monthlong Cumulative Research
Paper Unit

Module 2: Evidence and Choice

Week 2 | Grade 5 | Cluster 8 | Monthlong Cumulative Research Paper Unit

How Should People Decide What to Do?

Module Question

How does evidence help people make stronger choices?

End-of-Module Answer

Evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly.

Final Research Prompt

Explain what makes change happen. Use evidence from the Grade 5 research passages and earlier passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change. Then explain how researchers can decide whether the change was an improvement.

Passage Set and Stamina

Passage	Purpose in This Module	Reading Stamina
From Protest to Participation: How a Nation Changes	Civic evidence bank for questions about rights, participation, and citizenship	Building
How Change Happens: Observe, Adapt, Test, and Improve	Evidence bank for observation, testing, evaluation, and revision	Building

Teacher Passage Use Note: The renderer includes each passage twice: first as a clean reading copy and then as a TRACKS-highlighted copy. Students read the clean version before annotating.

Teacher Inspiration

Teacher Script

“Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together.”

Teacher Script

“This module asks students to use information as evidence for an answer, not as a list of disconnected facts.”

Teaching Stance

The source materials place Cluster 8 at the research convergence point: substantial texts become evidence banks. Preserve the intellectual work by asking students what a detail proves.

Module 2 - Family Communication

This Week at a Glance

Big Skill	Shared Research HABIT	Collaborative Learning
gather and compare evidence before choosing what to do	Name evidence, explain what it proves, and revise thinking when needed.	Evidence Court

One Question to Send Home



Teacher Script

“What evidence would help us understand this before we decide?”

Family Letter

Dear Families,

This week your fifth grader studies Evidence and Choice in the Cluster 8 research project, “What Makes Change Happen?” Students work with the two research evidence banks, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. The module question is “How does evidence help people make stronger choices?” and the class is learning to gather and compare evidence before choosing what to do. The goal is to use evidence to explain thinking, rather than simply collect facts or retell a source.

In class, students will participate in Evidence Court, discuss evidence from both passages, and write Body Paragraph 2 of the cumulative research work. They will practice the research structure R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. This week’s work focuses on how evidence guides a responsible choice. Ask your child to name one source detail and explain, “This matters because ...”

At home, choose a small decision, change, or question in your family or community. Give your child time to name what is known, what still needs to be checked, and whose viewpoint matters. Then ask, “What evidence would help us make a responsible choice?” A short conversation like this strengthens the careful evidence-based HABIT students use in their research writing.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado estudia Evidence and Choice en el proyecto de investigación del Grupo 8, “¿Qué hace que ocurra el cambio?” Los estudiantes trabajan con los dos bancos de evidencia de investigación, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. La pregunta del módulo es “How does evidence help people make stronger choices?” y la clase aprende a gather and compare evidence before choosing what to do. La meta es usar evidencia para explicar el pensamiento, no solamente coleccionar datos ni volver a contar una fuente.

En clase, los estudiantes participarán en Evidence Court, conversarán sobre evidencia de los dos pasajes y escribirán Body Paragraph 2 del trabajo de investigación acumulativo. Practicarán la estructura R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. El trabajo de esta semana se enfoca en how evidence guides a responsible choice. Pida a su hijo o hija que nombre un detalle de una fuente y explique: “Esto importa porque ...”.

En casa, elijan una decisión, un cambio o una pregunta pequeña de la familia o de la comunidad. Denle tiempo a su hijo o hija para nombrar lo que se sabe, lo que todavía se debe comprobar y qué punto de vista importa. Después pregunte: “¿Qué evidencia nos ayudaría a tomar una decisión responsable?” Una conversación breve como esta fortalece el HABIT de pensamiento basado en evidencia que los estudiantes usan en su escritura de investigación.

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

Module 2 - Family Conversation Starters

Questions That Invite Evidence

- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your child to explain which note is evidence and which is an assumption. End by completing the frame: "Our careful choice would be ___ because ___."

Conversación en Casa

- ¿Qué desafío o cambio notas, y por qué importa?
- ¿Qué sabemos por una observación y qué solamente suponemos?
- ¿Qué punto de vista debemos escuchar antes de decidir?
- ¿Qué podría pasar después y cómo podríamos comprobar si el resultado es justo?

Actividad Familiar

Elijan una decisión pequeña. Hagan tres notas: lo que observamos, lo que nos preguntamos y qué evidencia podría ayudar. Su hijo o hija explica cuál nota es evidencia y cuál es una suposición. Terminen con: "Nuestra decisión cuidadosa sería ___ porque ___."

Module 2 - Lesson Overview and Standards

Lesson Overview

Across the five GRADUATE days, students gather a research purpose, attempt Evidence Court, discuss evidence, use the learning independently in Body Paragraph 2, award a specific strength, target a next move, and educate an audience. The module's answer is: Evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly.

Cluster 8 Standards - Compact Scope

Writing Process TEKS

TEKS	Cluster 8 Application
5.11(A)	plan a first draft for topic, purpose, and audience
5.11(B)(i)	develop a focused, structured, coherent draft
5.11(B)(iv)	develop an engaging idea with specific facts and details

Writing Genre TEKS

TEKS	Cluster 8 Application
5.12(B)(i)	compose informational text with a clear central idea
5.12(B)(ii)	use informational genre characteristics
5.13(A)	generate and clarify questions for inquiry
5.13(C)	identify and gather relevant information from sources

Revising TEKS

TEKS	Cluster 8 Application
5.11(C)(iii)	add ideas for coherence and clarity
5.11(C)(iv)	delete ideas for coherence and clarity
5.11(C)(ix)	combine ideas for clarity

Editing TEKS

TEKS	Cluster 8 Application
5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement
5.11(D)(xxii)	edit quotation marks in dialogue and quotations

Module 2 - Daily TEKS and ELPS

ELPS - Language Support for Research Talk and Writing

Listening: Students restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.

Speaking: Students use evidence, source, consequence, revise, and the module vocabulary to defend a choice with increasing specificity.

Reading: Students read one manageable source section at a time, identify the detail that answers a question, and compare how the two sources contribute to the same claim.

Writing: Students use source credit, a direct quotation or paraphrase, and a because explanation to make the connection between evidence and a research reason visible.

Daily TEKS + ELPS Box

Day	TEKS Focus	ELPS Focus	Student Language Move
Day 1	5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	Restate a challenge or ask for clarification.
Day 2	5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	Defend why a source detail fits.
Day 3	5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	Explain how evidence proves a reason.
Day 4	5.11(C)	2(E)(i), 4(F)(ix)	Name a strength and a precise next move.
Day 5	5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	Present a source-based explanation clearly.

Module 2 - Language Domains in Action

Language Domain	Student Language Move	Evidence of Learning
Listening	Listen for a partner's claim and source detail.	Restates the detail accurately before responding.
Speaking	Defend how a detail supports a claim.	Uses because to connect evidence and reasoning.
Reading	Compare relevant details across both passages.	Marks evidence with a stated purpose.
Writing	Write an evidence-based research explanation.	Connects a source detail to a reason and conclusion.

Teacher Script



Teacher Script

"Every language domain has the same goal today: make the evidence and the thinking visible."

Module 2 - Learning Destination

I Can Statements

- I can gather and compare evidence before choosing what to do.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.

I Will Statements

- I will use the two research passages as evidence banks.
 - I will build an R-E1-E2 explanation with source credit.
 - I will revise my thinking when evidence asks me to reconsider.
- Teacher script: "Say the target in your own words. Then show me the evidence that proves you reached it."

Module 2 - Rigor, Cognitive Demand, and Misconceptions

Cognitive Demand

Cognitive Demand	Student Work	Teacher Prompt
Notice and recall	Locate a relevant observation, action, or consequence.	What does the source actually say or show?
Analyze	Separate evidence from an assumption; compare two source details.	How are these details alike, different, or connected?
Evaluate	Judge whether evidence supports a choice or shows improvement.	What makes this evidence stronger than another detail?
Create	Write and revise an R-E1-E2 explanation for an audience.	What does this evidence prove about the module question?

Misconceptions to Watch For

Misconception	What It Sounds Like	Teacher Response
An interesting detail is automatically evidence.	I liked this fact, so I used it.	Ask: How does it help prove the reason?
An assumption is the same as an observation.	I think it happened, so it is proof.	Ask students to name what can be checked in a source.
A quotation explains itself.	The quote proves my idea.	Prompt: Explain what the quoted words mean and why they matter.
Change is automatically improvement.	Something changed, so it was better.	Ask who benefited, who was harmed, and what happened next.

Module 2 - Thinking Levels

Level	Student Response	Next Move
Foundational	Names a topic or source fact.	Add a reason that answers the module question.
Emergent	States an answer with a general example.	Add precise source credit and a relevant detail.
Visible	Uses a source detail but gives little explanation.	Tell what the detail proves.
Independent	Uses source evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Synthesizes evidence and evaluates consequences or revision.	Name the broader lesson for an audience.



Teacher Script

"We are not adding words just to make writing longer. We are adding thinking so readers can see how the evidence works."

Module 2 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, preview the everyday words, academic writing words, and passage or framework words that will help us explain our thinking."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
gather	collect useful information	I can use gather to explain ____.
compare	look for what is alike and different	I can use compare to explain ____.
choose	pick after thinking carefully	I can use choose to explain ____.
decide	make a choice	I can use decide to explain ____.
test	try something to learn from the result	I can use test to explain ____.
check	look carefully to see what happened	I can use check to explain ____.
listen	pay attention to another idea	I can use listen to explain ____.
reason	a why behind an idea	I can use reason to explain ____.
better	more helpful or effective	I can use better to explain ____.
wrong	not matching the evidence	I can use wrong to explain ____.

Tier 2 Vocabulary - Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
reliable	worthy of trust because it can be checked	Evidence helps me reliable ____.
assumption	an idea accepted before enough proof is gathered	Evidence helps me assumption ____.
observation	something noticed carefully	Evidence helps me observation ____.
explanation	thinking about what evidence means	Evidence helps me explanation ____.
compare	study similarities and differences	Evidence helps me compare ____.
option	one possible choice	Evidence helps me option ____.
viewpoint	a person's way of seeing an issue	Evidence helps me viewpoint ____.
evaluate	make a careful judgment using information	Evidence helps me evaluate ____.
judgment	a decision based on careful thinking	Evidence helps me judgment ____.
reasoning	the thinking that connects evidence to a choice	Evidence helps me reasoning ____.

Tier 3 Vocabulary - Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
evidence-based thinking	EV-uh-dens bayst THINK-ing	using evidence instead of guessing	This term helps explain ____.
observation record	ob-zur-VAY-shun REK-erd	notes about what was seen or measured	This term helps explain ____.
Constitutional Convention	kon-stih-TOO-shuh-nuhl kuhn-VEN-shuhn	the meeting where delegates designed a new government	This term helps explain ____.
Three-Fifths Compromise	three FIFTHS KOM-pruh-myz	an unjust agreement about representation	This term helps explain ____.
representation	rep-rih-zen-TAY-shun	having someone speak for a group	This term helps explain ____.
natural rights	NATCH-er-uhl RYTS	rights people are understood to have	This term helps explain ____.
consent of the governed	kun-SENT uv thuh GUV-ernd	the idea that government power comes from the people	This term helps explain ____.
immigrants	IM-ih-grunts	people who move to a new country	This term helps explain ____.
Statue of Liberty	STAT-yoo uv LIB-er-tee	a symbol seen by many arriving immigrants	This term helps explain ____.
Ellis Island	EL-is EYE-lund	a place where many immigrants arrived in the United States	This term helps explain ____.

Practice Direction

Choose one Tier 2 word and one Tier 3 word. Use both in one oral explanation about a source detail.

Module 2 - Background Knowledge and Educator Insight

Source Context

Teacher Script

“From Protest to Participation: How a Nation Changes” asks how ideas about freedom, rights, and citizenship become real changes in a nation. “How Change Happens: Observe, Adapt, Test, and Improve” asks what history and science teach about responding to challenges. Together they provide the civic and scientific evidence students need for Cluster 8.”

The Two Lenses Students Will Use

Research Lens	What Students Notice	Writing Payoff
Civic change	People question fairness, representation, rights, and participation.	A writer can explain how a concern grows into collective action.
Scientific change	People observe, test an explanation, compare results, and revise.	A writer can explain why evidence should guide the next decision.
Shared research habit	Both sources move from a challenge to evidence, action, and a check of results.	A writer can connect two sources instead of listing facts.

Educator Insight

The source sequence moves from challenge and question, to evidence and choice, to consequence and revision, and finally to synthesis and publication. Evidence and Choice emphasizes how evidence guides a responsible choice. Keep the focus on accurate source details and the explanation that connects those details to a claim.

Module 2 - Materials and Preparation

Material	Preparation and Purpose
"From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"	Print or project for a clean read and TRACKS reread.
Interactive notebooks, source logs, sticky notes, pencils, highlighters	Record evidence, source credit, and explanation.
Evidence Court materials	Prepare one set per partner group.
Daily Deck and student tracking sheet	Display directions, model, and reflection prompts.

Before Students Arrive

1. Put one clean and one TRACKS-ready copy of each source at every table.
2. Post the module question, the R-E1-E2 structure, and the source-title key where students can point to them.
3. Place activity cards in numbered sets; keep one teacher-key set for the debrief.
4. Prepare a visible "Evidence matters because ____" strip for oral rehearsal.



Teacher Script

"Evidence has a job: it must help explain a claim. Keep only the details that can do that job."

Module 2 - Anchor Chart and Board Notes

Research HABIT: Notice -> Question -> Gather -> Compare -> Decide -> Act -> Check

Teacher Script

"How Change Happens: Observe, Adapt, Test, and Improve" names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

R-E1-E2

R = reason the paragraph proves. E1 = evidence from a source. E2 = explanation of what the evidence proves.

Student Talk Moves

When I am stuck...	I can say...
I need a source detail	"I notice ___ in the source, so I might use it as evidence."
I need to explain	"This detail matters because ___."
I need a second source	"The other source adds ___, which helps me understand ___."
I need to revise	"This evidence does not fully fit my reason, so I will ___."

Board Prompt

Strong change depends on gathering and comparing evidence before people choose what to do.

Teacher Script

"A report tells what happened. A research explanation tells what the information proves."

Module 2 - Teacher Modeling: Make the Thinking Visible

Model Reason

Strong change depends on gathering and comparing evidence before people choose what to do.

Model Evidence and Explanation

Teacher Script

“From Protest to Participation: How a Nation Changes” explains that colonists questioned why Parliament could tax them when they had no elected representatives in Parliament. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix noticing that her garden became worse after extra watering. These details matter because people can move from a first reaction to a more focused question, evidence-based choice, or revision when they explain what the source information means.”

Think-Aloud

Teacher Script

“First I name the reason I want to prove.”

Teacher Script

“Next I choose a source detail that truly fits that reason.”

Teacher Script

“Now I do the hardest part: I explain why the detail matters, instead of leaving the reader to guess.”

Model Check Before Release

Ask students to point to the R, underline the source evidence, and orally finish: “This evidence matters because ____.” Listen for an explanation rather than a repeated detail.

Module 2 - TRACKS Close Reading

TRACKS Key

Letter	Look For	Annotation Question
T	Time	When does this happen, and why does the timing matter?
R	Reactions and relationships	How do people respond or connect?
A	Actions	What did a person or group do?
C	Central people, ideas, or objects	What is central to the change?
K	Key facts	Which detail could become evidence?
S	Setting	Where does this occur, and how does that matter?

Student Annotation Guide

1. Read the clean passage for meaning; do not annotate yet.
2. Reread the TRACKS-highlighted copy and label one useful detail in each passage.
3. Star a detail that could answer a research question.
4. Write: "This detail matters because ____."

Teacher Script

"TRACKS helps us find evidence. Our explanation tells why the evidence belongs in our writing."

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

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- [145] Suppose a community chooses a solution.
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[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

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[181] A citizen may challenge the system.

[182] A vote may change a leader.

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[184] A new generation may ask the question differently.

[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Student Annotation Guide — From Protest to Participation: How a Nation Changes

T — Time

Before the American Revolution

R — Reactions

Colonists began asking why Parliament could tax them

A — Actions

Some wrote letters and newspaper articles.

C — Character/Concept/Creature

The Declaration of Independence

K — Key Knowledge

taxation without representation

S — Scenery/Setting

In 1787, delegates met at the Constitutional Convention.

TRACKS EVIDENCE HIGHLIGHTING — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

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PASSAGE 2 — How Change Happens: Observe, Adapt, Test, and Improve

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Student Annotation Guide — How Change Happens: Observe, Adapt, Test, and Improve

T — Time

At that point Kendrix faced an important choice.

R — Reactions

Her original explanation did not match the new evidence.

A — Actions

She chose to reconsider.

C — Character/Concept/Creature

Kendrix's garden

K — Key Knowledge

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

S — Scenery/Setting

When the Pilgrims arrived in Plymouth

TRACKS EVIDENCE HIGHLIGHTING — How Change Happens: Observe, Adapt, Test, and Improve

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

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Name the job the detail will do in your writing.

Day 1 - Gather and Reveal

G — Gather



Launch

A student sees a drooping plant. Should she water it more? A. Yes. B. No. C. Maybe, but she needs more evidence.

Teacher Script

“Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice.”

Teacher Script

“A strong researcher can name what is known and what still needs a question.”

R — Reveal



Mini-Lesson

The soil was muddy and the leaves turned yellow after extra watering. Those details are evidence; the idea that the plant simply hates the garden is an assumption.

Teacher Script

“This week we are studying one part of the change process: gather and compare evidence before choosing what to do.”

Teacher Script

“A feeling may begin a question, but evidence must guide the next decision.”

Check for Understanding

Students label the first statement as evidence, assumption, choice, change, or improvement question as appropriate for the module; then justify the label with a partner. Use these source-based examples: muddy soil, yellow leaves, a compromise, a boycott, a question about representation, and a revised watering plan.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	A labeled source example and an oral justification.

Day 2 - Attempt: Evidence Court

A — Attempt

A

Teacher Script

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

Teacher Script

"If your group disagrees, point to the wording of the card and explain your evidence."

Activity Directions

In teams, read one source-based action, challenge, claim, or paper-part card. Select the best matching question, evidence, consequence, or placement card. Before a team may keep a match, a speaker must state: "This belongs because ____."

Reproducible Card Set

Source-Based Card	Response Card	Why It Fits
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?	The observations test the first explanation.
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

Teacher Key

Accept a match only when students explain the connection. For Module 4, organize the matching sentences into SET, Body 1, Body 2, Body 3, and R1-R2-R3.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	A defended match using evidence vocabulary.

Day 3 - Discuss and Use Independently

D — Discuss

D

Teacher Script

"Yesterday, we learned that a strong source detail must connect to a reason."

Teacher Script

"Strong researchers study both the source information and what that information proves."

Discussion Prompts

- Which card gave the strongest evidence, and why?
- Where might a writer confuse an assumption with evidence?
- How do the two passages help us understand the module question in different ways?

U — Use Independently

D

U

Independent Writing Assignment

Explain how evidence helps people make stronger choices. Use evidence from at least two sources.

Requirements

- State the module reason or a focused claim.
- Use one direct quotation or quoted phrase and one paraphrase.
- Credit "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve" or the Change Lab.
- Include multiple explanation sentences that answer, "What does this evidence prove?"

 Teacher Script

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

 Teacher Script

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	An R-E1-E2 paragraph with source credit.

Day 4 - Award and Target

A — Award

A**T****Teacher Script**

"Award yourself for an exact research move you can prove you made."

**Teacher Script**

"A specific strength helps you repeat the HABIT tomorrow."

Award Evidence

Students complete: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____."

T — Target

A**T****Teacher Script**

"A target is not a complaint. It is a next move."

**Teacher Script**

"Choose one place where you can make the evidence-to-reason connection clearer."

Target Questions

Research Check	Target Question
Reason	Did I prove my reason or only name facts?
Evidence	Did I choose a detail because it truly fits?
Explanation	Where did I explain too little?
Viewpoint	Whose perspective or consequence do I still need to consider?
Revision	What will I add, delete, combine, or rearrange for clarity?

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(C)	2(E)(i), 4(F)(ix)	One evidenced award and one precise target.

Day 5 - Explain and Educate

E — Explain / Educate

E

Teacher Script

“Teach the big idea before you list the details.”

Teacher Script

“Your audience should hear how your evidence works together, not only what happened.”

Presentation Task

Students share one evidence-based explanation through a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit, depending on the module.

Student Presentation Frame

Teacher Script

“The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____.”

Audience Feedback

Listeners name one precise source detail they heard and one explanation that made the evidence meaningful.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	A clear oral source-based explanation.

Module 2 - Student Exemplars

Low Exemplar

Evidence is important. Kendrix used evidence. Edison used evidence. Evidence helps people.

What Needs Improvement

The response names examples but does not use precise source credit or explain how the details prove the reason.

Medium Exemplar

Strong change depends on gathering evidence before making a choice. Kendrix saw that the soil was muddy, so she changed how she watered the plants. Edison's workers also used tests to improve the light bulb. These examples show that evidence helps people make better choices.

What Needs Improvement

The response has a clear claim and examples, but it needs more explanation of why the evidence matters and how the sources connect.

High Exemplar

Strong change depends on gathering and comparing evidence before people choose what to do. "How Change Happens: Observe, Adapt, Test, and Improve" explains that Kendrix first thought her plants needed more water, but the muddy soil and yellow leaves showed that her first explanation did not fit the evidence. This mattered because she did not keep repeating the same mistake just because it was her first idea. The Change Lab also shows that Edison's workers tested different materials and used results from failed tests to choose what to try next. These examples prove that evidence helps people move from guessing to responsible decision-making.

Why the High Exemplar Works

It states a focused claim, credits sources, selects precise evidence, explains what the evidence means, and connects details into one answer.

Module 2 - Assessment

Research Writing Rubric

Scoring Area	3 - Strong	2 - Developing	1 - Beginning	0 - Not Demonstrated
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.	Too little work to evaluate.
Evidence and Explanation	Uses accurate source evidence, credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.	No relevant evidence.
Organization	Uses R-E1-E2 or the module structure coherently.	Structure is mostly clear.	Ideas may be disconnected.	No recognizable structure.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.	Errors interfere with understanding.

Collect

Collect the student paragraph or final paper, one source-log entry, and an Award/Target reflection.

Module 2 - Check the Learning

Embedded Check

Give three source-based details: Kendrix saw muddy soil and yellow leaves; Kendrix's garden became worse after extra watering; Edison's early light bulb tests failed or did not last long. Ask students which detail most precisely supports the stated evidence-based choice and why.

Answer Key

The muddy soil and yellow leaves are strongest for a choice about watering because they are specific observations that challenge the first explanation and can guide a revised choice. The other source details could support a different claim, but they are not the most precise evidence for this one.

Exit Ticket

Teacher Script

"The source detail I will use is _____. It proves my reason because _____."

Module 2 - Intervention

One Clear Research Move at a Time

Use a three-box organizer: R (reason), E1 (evidence plus source credit), E2 (what the evidence proves). Have students say each box aloud before writing.

Sentence Frames

- One reason ____ is ____.
- “From Protest to Participation: How a Nation Changes” explains ____.
- “How Change Happens: Observe, Adapt, Test, and Improve” shows ____.
- This evidence matters because ____.
- This connects to the module question because ____.



Teacher Script

“Build one clear reason, one exact detail, and one explanation. Then add the next piece.”

Module 2 - Embedded Supports

Source-Credit Support

Display and rehearse: “From Protest to Participation: How a Nation Changes” explains ____.” “In “How Change Happens: Observe, Adapt, Test, and Improve”, the author shows ____.” “The Change Lab source states ____.”

Multilingual Learner Support

Pair each source title with a visual icon. Let students rehearse an evidence-and-because sentence with a partner before drafting. Accept a labeled organizer first, then expand it into connected sentences.

Accessibility Support

Offer enlarged card text, read cards aloud, and provide a completed R-E1-E2 template with blanks for the student's own evidence and explanation.

Module 2 - Enrichment

Evidence Curator

Students compare two possible details for the same reason. They write a curator label explaining which detail is stronger, which audience it helps, and what new question remains.

Challenge Prompt

How can the same change look helpful to one group and harmful to another group? Use two sources, precise source credit, and an explanation of the consequence.

Module 2 - Additional Writing Opportunity

Quick Write

Write a new explanation sentence that begins, “This evidence matters because ...” Do not repeat the source detail. Explain its connection to how does evidence help people make stronger choices?

Partner Response

The listener says either “evidence” or “explanation,” then names the clue that supported the decision.

Evidence-to-Explanation Practice Space

Use the space to draft, reread, and revise one complete E2 explanation before publishing it.

Module 2 - Auditory Engagement

Say the Research Structure

Teacher reads “Reason.” Students respond, “What I will prove.” Teacher reads “Evidence.” Students respond, “What the source shows.” Teacher reads “Explanation.” Students respond, “Why it matters.” Partners read one source detail aloud and orally complete the explanation frame.

Call and Response

Teacher: “Evidence is not enough.” Students: “Explain what it proves!”

Teacher: “A research paper is not a pile.” Students: “It is a structure!”

Module 2 - Pause Points

|| Pause Point - Before Choosing Evidence

Does this detail prove my reason, or is it only interesting?

|| Pause Point - Before Writing E2

Have I told the reader what the detail means and why it matters?

|| Pause Point - Before Sharing

Did I name my source, explain my evidence, and consider what should happen next?

Module 2 - Student Tracking Sheet

Day	Learning Target	I tried it	I can explain it	My next step
Day 1 - Gather and Reveal	I can gather and compare evidence before choosing what to do.	[]	[]	
Day 2 - Attempt	I can defend a match in Evidence Court.	[]	[]	
Day 3 - Discuss and Use	I can write an R-E1-E2 explanation.	[]	[]	
Day 4 - Award and Target	I can name a strength and a precise next step.	[]	[]	
Day 5 - Explain	I can teach how evidence supports my thinking.	[]	[]	

Module 2 - Closure

Teacher Closing Script

 Teacher Script

"This month, you did not just collect facts. You studied change."

 Teacher Script

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

 Teacher Script

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

 Celebration Moment

Students complete: "One research HABIT I will carry forward is ___ because ___."

Module 2 - Virtual Classroom Adjustment

Purple Virtual Classroom Box

Tuesday's Evidence Court becomes a drag-and-drop shared slide. Partners use breakout rooms to read, place, and defend cards. Keep Wednesday writing independent in individual source-log copies. Students submit Award/Target reflections through a form. Friday's sharing becomes a virtual gallery or optional 90-second recorded presentation. Use reaction icons for quick checks: Q = quote, P = paraphrase, E = evidence, X = not enough proof.

Teacher script: "Read the card aloud. Place it. Explain the evidence-to-claim connection. Leave a visible thinking trace for your partner."

GRADE 5 • CLUSTER 8 • RESEARCH

M O D U L E

3

Action, Consequence, and Revision

Week 3 | Grade 5 | Cluster 8 | Monthlong Cumulative Research
Paper Unit

Module 3: Action, Consequence, and Revision

Week 3 | Grade 5 | Cluster 8 | Monthlong Cumulative Research Paper Unit

Is All Change Improvement?

Module Question

How can researchers decide whether a change actually improved the situation?

End-of-Module Answer

Researchers decide whether change improved the situation by checking consequences, asking who was affected, comparing viewpoints, and deciding whether the plan needs revision.

Final Research Prompt

Explain what makes change happen. Use evidence from the Grade 5 research passages and earlier passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change. Then explain how researchers can decide whether the change was an improvement.

Passage Set and Stamina

Passage	Purpose in This Module	Reading Stamina
From Protest to Participation: How a Nation Changes	Civic evidence bank for questions about rights, participation, and citizenship	Sustained
How Change Happens: Observe, Adapt, Test, and Improve	Evidence bank for observation, testing, evaluation, and revision	Sustained

Teacher Passage Use Note: The reader includes each passage twice: first as a clean reading copy and then as a TRACKS-highlighted copy. Students read the clean version before annotating.

Teacher Inspiration

Teacher Script

“Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together.”

Teacher Script

“This module asks students to use information as evidence for an answer, not as a list of disconnected facts.”

Teaching Stance

The source materials place Cluster 8 at the research convergence point: substantial texts become evidence banks. Preserve the intellectual work by asking students what a detail proves.

Module 3 - Family Communication

This Week at a Glance

Big Skill	Shared Research HABIT	Collaborative Learning
check consequences before deciding whether a change was an improvement	Name evidence, explain what it proves, and revise thinking when needed.	Impact Investigator

One Question to Send Home



Teacher Script

“What evidence would help us understand this before we decide?”

Family Letter

Dear Families,

This week your fifth grader studies Action, Consequence, and Revision in the Cluster 8 research project, “What Makes Change Happen?” Students work with the two research evidence banks, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. The module question is “How can researchers decide whether a change actually improved the situation?” and the class is learning to check consequences before deciding whether a change was an improvement. The goal is to use evidence to explain thinking, rather than simply collect facts or retell a source.

In class, students will participate in Impact Investigator, discuss evidence from both passages, and write Body Paragraph 3 of the cumulative research work. They will practice the research structure R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. This week’s work focuses on whether a change helped everyone fairly. Ask your child to name one source detail and explain, “This matters because ...”

At home, choose a small decision, change, or question in your family or community. Give your child time to name what is known, what still needs to be checked, and whose viewpoint matters. Then ask, “What evidence would help us make a responsible choice?” A short conversation like this strengthens the careful evidence-based HABIT students use in their research writing.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado estudia Action, Consequence, and Revision en el proyecto de investigación del Grupo 8, “¿Qué hace que ocurra el cambio?” Los estudiantes trabajan con los dos bancos de evidencia de investigación, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. La pregunta del módulo es “How can researchers decide whether a change actually improved the situation?” y la clase aprende a check consequences before deciding whether a change was an improvement. La meta es usar evidencia para explicar el pensamiento, no solamente coleccionar datos ni volver a contar una fuente.

En clase, los estudiantes participarán en Impact Investigator, conversarán sobre evidencia de los dos pasajes y escribirán Body Paragraph 3 del trabajo de investigación acumulativo. Practicarán la estructura R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. El trabajo de esta semana se enfoca en whether a change helped everyone fairly. Pida a su hijo o hija que nombre un detalle de una fuente y explique: “Esto importa porque ...”.

En casa, elijan una decisión, un cambio o una pregunta pequeña de la familia o de la comunidad. Denle tiempo a su hijo o hija para nombrar lo que se sabe, lo que todavía se debe comprobar y qué punto de vista importa. Después pregunte: “¿Qué evidencia nos ayudaría a tomar una decisión responsable?” Una conversación breve como esta fortalece el HABIT de pensamiento basado en evidencia que los estudiantes usan en su escritura de investigación.

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

Module 3 - Family Conversation Starters

Questions That Invite Evidence

- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your child to explain which note is evidence and which is an assumption. End by completing the frame: "Our careful choice would be ___ because ___."

Conversación en Casa

- ¿Qué desafío o cambio notas, y por qué importa?
- ¿Qué sabemos por una observación y qué solamente suponemos?
- ¿Qué punto de vista debemos escuchar antes de decidir?
- ¿Qué podría pasar después y cómo podríamos comprobar si el resultado es justo?

Actividad Familiar

Eliján una decisión pequeña. Hagan tres notas: lo que observamos, lo que nos preguntamos y qué evidencia podría ayudar. Su hijo o hija explica cuál nota es evidencia y cuál es una suposición. Terminen con: "Nuestra decisión cuidadosa sería ___ porque ___."

Module 3 - Lesson Overview and Standards

Lesson Overview

Across the five GRADUATE days, students gather a research purpose, attempt Impact Investigator, discuss evidence, use the learning independently in Body Paragraph 3, award a specific strength, target a next move, and educate an audience. The module's answer is: Researchers decide whether change improved the situation by checking consequences, asking who was affected, comparing viewpoints, and deciding whether the plan needs revision.

Cluster 8 Standards - Compact Scope

Writing Process TEKS

TEKS	Cluster 8 Application
5.11(A)	plan a first draft for topic, purpose, and audience
5.11(B)(i)	develop a focused, structured, coherent draft
5.11(B)(iv)	develop an engaging idea with specific facts and details

Writing Genre TEKS

TEKS	Cluster 8 Application
5.12(B)(i)	compose informational text with a clear central idea
5.12(B)(ii)	use informational genre characteristics
5.13(A)	generate and clarify questions for inquiry
5.13(C)	identify and gather relevant information from sources

Revising TEKS

TEKS	Cluster 8 Application
5.11(C)(iii)	add ideas for coherence and clarity
5.11(C)(iv)	delete ideas for coherence and clarity
5.11(C)(ix)	combine ideas for clarity

Editing TEKS

TEKS	Cluster 8 Application
5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement
5.11(D)(xxii)	edit quotation marks in dialogue and quotations

Module 3 - Daily TEKS and ELPS

ELPS - Language Support for Research Talk and Writing

Listening: Students restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.

Speaking: Students use evidence, source, consequence, revise, and the module vocabulary to defend a choice with increasing specificity.

Reading: Students read one manageable source section at a time, identify the detail that answers a question, and compare how the two sources contribute to the same claim.

Writing: Students use source credit, a direct quotation or paraphrase, and a because explanation to make the connection between evidence and a research reason visible.

Daily TEKS + ELPS Box

Day	TEKS Focus	ELPS Focus	Student Language Move
Day 1	5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	Restate a challenge or ask for clarification.
Day 2	5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	Defend why a source detail fits.
Day 3	5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	Explain how evidence proves a reason.
Day 4	5.11(C)	2(E)(i), 4(F)(ix)	Name a strength and a precise next move.
Day 5	5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	Present a source-based explanation clearly.

Module 3 - Language Domains in Action

Language Domain	Student Language Move	Evidence of Learning
Listening	Listen for a partner's claim and source detail.	Restates the detail accurately before responding.
Speaking	Defend how a detail supports a claim.	Uses because to connect evidence and reasoning.
Reading	Compare relevant details across both passages.	Marks evidence with a stated purpose.
Writing	Write an evidence-based research explanation.	Connects a source detail to a reason and conclusion.

Teacher Script



Teacher Script

"Every language domain has the same goal today: make the evidence and the thinking visible."

Module 3 - Learning Destination

I Can Statements

- I can check consequences before deciding whether a change was an improvement.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.

I Will Statements

- I will use the two research passages as evidence banks.
 - I will build an R-E1-E2 explanation with source credit.
 - I will revise my thinking when evidence asks me to reconsider.
- Teacher script: "Say the target in your own words. Then show me the evidence that proves you reached it."

Module 3 - Rigor, Cognitive Demand, and Misconceptions

Cognitive Demand

Cognitive Demand	Student Work	Teacher Prompt
Notice and recall	Locate a relevant observation, action, or consequence.	What does the source actually say or show?
Analyze	Separate evidence from an assumption; compare two source details.	How are these details alike, different, or connected?
Evaluate	Judge whether evidence supports a choice or shows improvement.	What makes this evidence stronger than another detail?
Create	Write and revise an R-E1-E2 explanation for an audience.	What does this evidence prove about the module question?

Misconceptions to Watch For

Misconception	What It Sounds Like	Teacher Response
An interesting detail is automatically evidence.	I liked this fact, so I used it.	Ask: How does it help prove the reason?
An assumption is the same as an observation.	I think it happened, so it is proof.	Ask students to name what can be checked in a source.
A quotation explains itself.	The quote proves my idea.	Prompt: Explain what the quoted words mean and why they matter.
Change is automatically improvement.	Something changed, so it was better.	Ask who benefited, who was harmed, and what happened next.

Module 3 - Thinking Levels

Level	Student Response	Next Move
Foundational	Names a topic or source fact.	Add a reason that answers the module question.
Emergent	States an answer with a general example.	Add precise source credit and a relevant detail.
Visible	Uses a source detail but gives little explanation.	Tell what the detail proves.
Independent	Uses source evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Synthesizes evidence and evaluates consequences or revision.	Name the broader lesson for an audience.



Teacher Script

"We are not adding words just to make writing longer. We are adding thinking so readers can see how the evidence works."

Module 3 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, preview the everyday words, academic writing words, and passage or framework words that will help us explain our thinking."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
act	do something	I can use act to explain ____.
after	later than an action	I can use after to explain ____.
check	look to see what happened	I can use check to explain ____.
harm	hurt or damage	I can use harm to explain ____.
help	make something better	I can use help to explain ____.
fair	just and equal	I can use fair to explain ____.
voice	a chance to be heard	I can use voice to explain ____.
group	people connected in some way	I can use group to explain ____.
learn	gain understanding	I can use learn to explain ____.
change	make or become different	I can use change to explain ____.

Tier 2 Vocabulary - Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
consequence	what happens after an action	Evidence helps me consequence ____.
unintended	not planned or expected	Evidence helps me unintended ____.
revise	change a plan or writing to improve it	Evidence helps me revise ____.
impact	a strong effect	Evidence helps me impact ____.
benefit	a helpful result	Evidence helps me benefit ____.
harmful	causing hurt or damage	Evidence helps me harmful ____.
evaluate	judge carefully using evidence	Evidence helps me evaluate ____.
outcome	the result of an action	Evidence helps me outcome ____.
affected	changed or influenced by something	Evidence helps me affected ____.
improvement	a change that makes something better	Evidence helps me improvement ____.

Tier 3 Vocabulary - Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
compromise	KOM-pruh-myz	an agreement between people who disagree	This term helps explain ____.
Three-Fifths Compromise	three FIFTHS KOM-pruh-myz	an unjust agreement about representation	This term helps explain ____.
enslaved people	en-SLAYVD PEE-pul	people denied freedom and political voice under slavery	This term helps explain ____.
political voice	puh-LIT-ih-kul VOYS	a chance to influence government decisions	This term helps explain ____.
immigration	im-ih-GRAY-shun	moving to a new country	This term helps explain ____.
language barriers	LANG-gwij BAR-ee-urz	difficulties caused by not sharing a language	This term helps explain ____.
discrimination	dis-krim-ih-NAY-shun	unfair treatment of people	This term helps explain ____.
amendments	uh-MEND-ments	changes or additions to a formal document	This term helps explain ____.
institutions	in-stih-TOO-shunz	important organizations in a society	This term helps explain ____.
representative government	rep-rih-ZEN-tuh-tiv GUV-ern-ment	government in which people choose representatives	This term helps explain ____.

Practice Direction

Choose one Tier 2 word and one Tier 3 word. Use both in one oral explanation about a source detail.

Module 3 - Background Knowledge and Educator Insight

Source Context

Teacher Script

“From Protest to Participation: How a Nation Changes” asks how ideas about freedom, rights, and citizenship become real changes in a nation. “How Change Happens: Observe, Adapt, Test, and Improve” asks what history and science teach about responding to challenges. Together they provide the civic and scientific evidence students need for Cluster 8.”

The Two Lenses Students Will Use

Research Lens	What Students Notice	Writing Payoff
Civic change	People question fairness, representation, rights, and participation.	A writer can explain how a concern grows into collective action.
Scientific change	People observe, test an explanation, compare results, and revise.	A writer can explain why evidence should guide the next decision.
Shared research habit	Both sources move from a challenge to evidence, action, and a check of results.	A writer can connect two sources instead of listing facts.

Educator Insight

The source sequence moves from challenge and question, to evidence and choice, to consequence and revision, and finally to synthesis and publication. Action, Consequence, and Revision emphasizes whether a change helped everyone fairly. Keep the focus on accurate source details and the explanation that connects those details to a claim.

Module 3 - Materials and Preparation

Material	Preparation and Purpose
“From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”	Print or project for a clean read and TRACKS reread.
Interactive notebooks, source logs, sticky notes, pencils, highlighters	Record evidence, source credit, and explanation.
Impact Investigator materials	Prepare one set per partner group.
Daily Deck and student tracking sheet	Display directions, model, and reflection prompts.

Before Students Arrive

1. Put one clean and one TRACKS-ready copy of each source at every table.
2. Post the module question, the R-E1-E2 structure, and the source-title key where students can point to them.
3. Place activity cards in numbered sets; keep one teacher-key set for the debrief.
4. Prepare a visible “Evidence matters because ____” strip for oral rehearsal.

Teacher Script

“Evidence has a job: it must help explain a claim. Keep only the details that can do that job.”

Module 3 - Anchor Chart and Board Notes

Research HABIT: Notice -> Question -> Gather -> Compare -> Decide -> Act -> Check

Teacher Script

"How Change Happens: Observe, Adapt, Test, and Improve" names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

R-E1-E2

R = reason the paragraph proves. E1 = evidence from a source. E2 = explanation of what the evidence proves.

Student Talk Moves

When I am stuck...	I can say...
I need a source detail	"I notice ___ in the source, so I might use it as evidence."
I need to explain	"This detail matters because ___."
I need a second source	"The other source adds ___, which helps me understand ___."
I need to revise	"This evidence does not fully fit my reason, so I will ___."

Board Prompt

Researchers must study consequences because not every change is an improvement for everyone.

Teacher Script

"A report tells what happened. A research explanation tells what the information proves."

Module 3 - Teacher Modeling: Make the Thinking Visible

Model Reason

Researchers must study consequences because not every change is an improvement for everyone.

Model Evidence and Explanation

Teacher Script

“From Protest to Participation: How a Nation Changes” explains that colonists questioned why Parliament could tax them when they had no elected representatives in Parliament. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix noticing that her garden became worse after extra watering. These details matter because people can move from a first reaction to a more focused question, evidence-based choice, or revision when they explain what the source information means.”

Think-Aloud

Teacher Script

“First I name the reason I want to prove.”

Teacher Script

“Next I choose a source detail that truly fits that reason.”

Teacher Script

“Now I do the hardest part: I explain why the detail matters, instead of leaving the reader to guess.”

Model Check Before Release

Ask students to point to the R, underline the source evidence, and orally finish: “This evidence matters because ____.” Listen for an explanation rather than a repeated detail.

Module 3 - TRACKS Close Reading

TRACKS Key

Letter	Look For	Annotation Question
T	Time	When does this happen, and why does the timing matter?
R	Reactions and relationships	How do people respond or connect?
A	Actions	What did a person or group do?
C	Central people, ideas, or objects	What is central to the change?
K	Key facts	Which detail could become evidence?
S	Setting	Where does this occur, and how does that matter?

Student Annotation Guide

1. Read the clean passage for meaning; do not annotate yet.
2. Reread the TRACKS-highlighted copy and label one useful detail in each passage.
3. Star a detail that could answer a research question.
4. Write: "This detail matters because ____."

Teacher Script

"TRACKS helps us find evidence. Our explanation tells why the evidence belongs in our writing."

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

[119] Having a voice does not mean saying whatever comes to mind as loudly as possible.

[120] Strong civic participation requires information.

[121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.

[122] Residents may feel strongly.

[123] But feelings alone cannot answer every question.

[124] People may need to know:

[125] How much will each plan cost?

[126] How many people could use it?

[127] What environmental effects might occur?

[128] What does the community already have?

[129] What do residents need?

[130] Are there other possible solutions?

- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?
- [154] These questions apply to history too.
- [155] The American Revolution changed the relationship between the colonies and Great Britain.
- [156] The Declaration established ideals.
- [157] The Constitution created a government.
- [158] The Bill of Rights protected important freedoms.
- [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.
- [160] Later generations continued the work.
- [161] Democracy Is Never Completely Finished

[162] A democracy receives something from the past.

[163] It receives laws.

[164] Documents.

[165] Institutions.

[166] Traditions.

[167] Successes.

[168] Mistakes.

[169] Promises.

[170] Each generation must decide what to do with them.

[171] Citizens can preserve principles they believe remain valuable.

[172] They can question practices that produce unfair results.

[173] They can use evidence to judge whether a policy is working.

[174] They can participate in peaceful processes for change.

[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

[179] A document may describe an ideal.

[180] A law may create a system.

[181] A citizen may challenge the system.

[182] A vote may change a leader.

[183] An amendment may change the law.

[184] A new generation may ask the question differently.

[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Student Annotation Guide — From Protest to Participation: How a Nation Changes

T — Time

Before the American Revolution

R — Reactions

Colonists began asking why Parliament could tax them

A — Actions

Some wrote letters and newspaper articles.

C — Character/Concept/Creature

The Declaration of Independence

K — Key Knowledge

taxation without representation

S — Scenery/Setting

In 1787, delegates met at the Constitutional Convention.

TRACKS EVIDENCE HIGHLIGHTING — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

[119] Having a voice does not mean saying whatever comes to mind as loudly as possible.

[120] Strong civic participation requires information.

[121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.

[122] Residents may feel strongly.

[123] But feelings alone cannot answer every question.

[124] People may need to know:

[125] How much will each plan cost?

[126] How many people could use it?

[127] What environmental effects might occur?

[128] What does the community already have?

[129] What do residents need?

[130] Are there other possible solutions?

- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?
- [154] These questions apply to history too.
- [155] The American Revolution changed the relationship between the colonies and Great Britain.
- [156] The Declaration established ideals.
- [157] The Constitution created a government.
- [158] The Bill of Rights protected important freedoms.
- [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.
- [160] Later generations continued the work.
- [161] Democracy Is Never Completely Finished

[162] A democracy receives something from the past.

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PASSAGE 2 — How Change Happens: Observe, Adapt, Test, and Improve

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Student Annotation Guide — How Change Happens: Observe, Adapt, Test, and Improve

T — Time

At that point Kendrix faced an important choice.

R — Reactions

Her original explanation did not match the new evidence.

A — Actions

She chose to reconsider.

C — Character/Concept/Creature

Kendrix's garden

K — Key Knowledge

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

S — Scenery/Setting

When the Pilgrims arrived in Plymouth

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- [3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.
- [4] Yet each presents the same basic problem:
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- [26] It must move from its nest toward the ocean.
- [27] It cannot attend a lesson first.
- [28] It cannot practice for several weeks.
- [29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Day 1 - Gather and Reveal

G — Gather



Launch

A class votes to remove recess so they can finish projects faster. The projects improve. Was this a good change?

Teacher Script

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

Teacher Script

"A strong researcher can name what is known and what still needs a question."

R — Reveal



Mini-Lesson

A researcher asks: Good for whom? What was gained? What was lost? Who had a voice? A change can solve one problem and create another.

Teacher Script

"This week we are studying one part of the change process: check consequences before deciding whether a change was an improvement."

Teacher Script

"A feeling may begin a question, but evidence must guide the next decision."

Check for Understanding

Students label the first statement as evidence, assumption, choice, change, or improvement question as appropriate for the module; then justify the label with a partner. Use these source-based examples: muddy soil, yellow leaves, a compromise, a boycott, a question about representation, and a revised watering plan.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	A labeled source example and an oral justification.

Day 2 - Attempt: Impact Investigator

A — Attempt

A

Teacher Script

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

Teacher Script

"If your group disagrees, point to the wording of the card and explain your evidence."

Activity Directions

In teams, read one source-based action, challenge, claim, or paper-part card. Select the best matching question, evidence, consequence, or placement card. Before a team may keep a match, a speaker must state: "This belongs because ____."

Reproducible Card Set

Source-Based Card	Response Card	Why It Fits
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?	The observations test the first explanation.
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

Teacher Key

Accept a match only when students explain the connection. For Module 4, organize the matching sentences into SET, Body 1, Body 2, Body 3, and R1-R2-R3.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	A defended match using evidence vocabulary.

Day 3 - Discuss and Use Independently

D — Discuss

D

Teacher Script

"Yesterday, we learned that a strong source detail must connect to a reason."

Teacher Script

"Strong researchers study both the source information and what that information proves."

Discussion Prompts

- Which card gave the strongest evidence, and why?
- Where might a writer confuse an assumption with evidence?
- How do the two passages help us understand the module question in different ways?

U — Use Independently

D

U

Independent Writing Assignment

Explain why researchers must check consequences before deciding whether a change was an improvement. Use evidence from at least two sources.

Requirements

- State the module reason or a focused claim.
- Use one direct quotation or quoted phrase and one paraphrase.
- Credit "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve" or the Change Lab.
- Include multiple explanation sentences that answer, "What does this evidence prove?"

 Teacher Script

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

 Teacher Script

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	An R-E1-E2 paragraph with source credit.

Day 4 - Award and Target

A — Award

A**T**

Teacher Script

"Award yourself for an exact research move you can prove you made."

Teacher Script

"A specific strength helps you repeat the HABIT tomorrow."

Award Evidence

Students complete: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____."

T — Target

A**T**

Teacher Script

"A target is not a complaint. It is a next move."

Teacher Script

"Choose one place where you can make the evidence-to-reason connection clearer."

Target Questions

Research Check	Target Question
Reason	Did I prove my reason or only name facts?
Evidence	Did I choose a detail because it truly fits?
Explanation	Where did I explain too little?
Viewpoint	Whose perspective or consequence do I still need to consider?
Revision	What will I add, delete, combine, or rearrange for clarity?

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(C)	2(E)(i), 4(F)(ix)	One evidenced award and one precise target.

Day 5 - Explain and Educate

E — Explain / Educate

E

Teacher Script

“Teach the big idea before you list the details.”

Teacher Script

“Your audience should hear how your evidence works together, not only what happened.”

Presentation Task

Students share one evidence-based explanation through a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit, depending on the module.

Student Presentation Frame

Teacher Script

“The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____.”

Audience Feedback

Listeners name one precise source detail they heard and one explanation that made the evidence meaningful.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	A clear oral source-based explanation.

Module 3 - Student Exemplars

Low Exemplar

Not every change is good. The compromise was bad. Kendrix changed her watering. People need to check.

What Needs Improvement

The response names examples but does not use precise source credit or explain how the details prove the reason.

Medium Exemplar

Researchers must study consequences because not every change is an improvement. The Three-Fifths Compromise helped delegates continue their work, but enslaved people still had no voice. Kendrix's garden shows a better kind of checking because she changed her plan when the evidence showed more water was hurting the plants. These examples show that people need to check what happened next.

What Needs Improvement

The response has a clear claim and examples, but it needs more explanation of why the evidence matters and how the sources connect.

High Exemplar

Researchers must study consequences because not every change is an improvement for everyone. "How Change Happens: Observe, Adapt, Test, and Improve" explains that the Three-Fifths Compromise helped delegates move forward at the Constitutional Convention, but it strengthened political power connected to slavery while enslaved people remained without freedom or political voice. This evidence shows why researchers cannot judge a decision only by asking whether it solved an immediate problem. They must also ask who was harmed and whose voice was missing. "How Change Happens: Observe, Adapt, Test, and Improve" also shows Kendrix checking new evidence after her first garden plan made the plants worse. Unlike the compromise, this example shows revision when evidence revealed the first decision was not working. Together, the sources prove that checking consequences is necessary before calling a change an improvement.

Why the High Exemplar Works

It states a focused claim, credits sources, selects precise evidence, explains what the evidence means, and connects details into one answer.

Module 3 - Assessment

Research Writing Rubric

Scoring Area	3 - Strong	2 - Developing	1 - Beginning	0 - Not Demonstrated
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.	Too little work to evaluate.
Evidence and Explanation	Uses accurate source evidence, credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.	No relevant evidence.
Organization	Uses R-E1-E2 or the module structure coherently.	Structure is mostly clear.	Ideas may be disconnected.	No recognizable structure.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.	Errors interfere with understanding.

Collect

Collect the student paragraph or final paper, one source-log entry, and an Award/Target reflection.

Module 3 - Check the Learning

Embedded Check

Give three source-based details: Kendrix saw muddy soil and yellow leaves; Kendrix's garden became worse after extra watering; Edison's early light bulb tests failed or did not last long. Ask students which detail most precisely supports the stated evidence-based choice and why.

Answer Key

The muddy soil and yellow leaves are strongest for a choice about watering because they are specific observations that challenge the first explanation and can guide a revised choice. The other source details could support a different claim, but they are not the most precise evidence for this one.

Exit Ticket

Teacher Script

"The source detail I will use is _____. It proves my reason because _____."

Module 3 - Intervention

One Clear Research Move at a Time

Use a three-box organizer: R (reason), E1 (evidence plus source credit), E2 (what the evidence proves). Have students say each box aloud before writing.

Sentence Frames

- One reason ____ is ____.
- “From Protest to Participation: How a Nation Changes” explains ____.
- “How Change Happens: Observe, Adapt, Test, and Improve” shows ____.
- This evidence matters because ____.
- This connects to the module question because ____.



Teacher Script

“Build one clear reason, one exact detail, and one explanation. Then add the next piece.”

Module 3 - Embedded Supports

Source-Credit Support

Display and rehearse: “From Protest to Participation: How a Nation Changes” explains ____.” “In “How Change Happens: Observe, Adapt, Test, and Improve”, the author shows ____.” “The Change Lab source states ____.”

Multilingual Learner Support

Pair each source title with a visual icon. Let students rehearse an evidence-and-because sentence with a partner before drafting. Accept a labeled organizer first, then expand it into connected sentences.

Accessibility Support

Offer enlarged card text, read cards aloud, and provide a completed R-E1-E2 template with blanks for the student's own evidence and explanation.

Module 3 - Enrichment

Evidence Curator

Students compare two possible details for the same reason. They write a curator label explaining which detail is stronger, which audience it helps, and what new question remains.

Challenge Prompt

How can the same change look helpful to one group and harmful to another group? Use two sources, precise source credit, and an explanation of the consequence.

Module 3 - Additional Writing Opportunity

Quick Write

Write a new explanation sentence that begins, “This evidence matters because ...” Do not repeat the source detail. Explain its connection to how can researchers decide whether a change actually improved the situation?

Partner Response

The listener says either “evidence” or “explanation,” then names the clue that supported the decision.

Module 3 - Auditory Engagement

Say the Research Structure

Teacher reads “Reason.” Students respond, “What I will prove.” Teacher reads “Evidence.” Students respond, “What the source shows.” Teacher reads “Explanation.” Students respond, “Why it matters.” Partners read one source detail aloud and orally complete the explanation frame.

Call and Response

Teacher: “Evidence is not enough.” Students: “Explain what it proves!”

Teacher: “A research paper is not a pile.” Students: “It is a structure!”

Module 3 - Pause Points

|| Pause Point - Before Choosing Evidence

Does this detail prove my reason, or is it only interesting?

|| Pause Point - Before Writing E2

Have I told the reader what the detail means and why it matters?

|| Pause Point - Before Sharing

Did I name my source, explain my evidence, and consider what should happen next?

Module 3 - Student Tracking Sheet

Day	Learning Target	I tried it	I can explain it	My next step
Day 1 - Gather and Reveal	I can check consequences before deciding whether a change was an improvement.	[]	[]	
Day 2 - Attempt	I can defend a match in Impact Investigator.	[]	[]	
Day 3 - Discuss and Use	I can write an R-E1-E2 explanation.	[]	[]	
Day 4 - Award and Target	I can name a strength and a precise next step.	[]	[]	
Day 5 - Explain	I can teach how evidence supports my thinking.	[]	[]	

Module 3 - Closure

Teacher Closing Script

 Teacher Script

"This month, you did not just collect facts. You studied change."

 Teacher Script

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

 Teacher Script

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

 Celebration Moment

Students complete: "One research HABIT I will carry forward is ___ because ___."

Module 3 - Virtual Classroom Adjustment

Purple Virtual Classroom Box

Tuesday's Impact Investigator becomes a drag-and-drop shared slide. Partners use breakout rooms to read, place, and defend cards. Keep Wednesday writing independent in individual source-log copies. Students submit Award/Target reflections through a form. Friday's sharing becomes a virtual gallery or optional 90-second recorded presentation. Use reaction icons for quick checks: Q = quote, P = paraphrase, E = evidence, X = not enough proof.

Teacher script: "Read the card aloud. Place it. Explain the evidence-to-claim connection. Leave a visible thinking trace for your partner."

GRADE 5 • CLUSTER 8 • RESEARCH

M O D U L E

4

Synthesis and Publication

Week 4 | Grade 5 | Cluster 8 | Monthlong Cumulative Research
Paper Unit

Module 4: Synthesis and Publication

Week 4 | Grade 5 | Cluster 8 | Monthlong Cumulative Research Paper Unit

What Makes Change Happen?

Module Question

How can we turn a month of research into one clear answer about change?

End-of-Module Answer

We turn research into one clear answer by selecting the strongest evidence, organizing it around a thesis (central idea), explaining how sources work together, revising for coherence, editing for publication, and presenting the evidence to others.

Final Research Prompt

Explain what makes change happen. Use evidence from the Grade 5 research passages and earlier passages to prove how challenges, questions, evidence, choices, actions, consequences, and revision work together to create change. Then explain how researchers can decide whether the change was an improvement.

Passage Set and Stamina

Passage	Purpose in This Module	Reading Stamina
From Protest to Participation: How a Nation Changes	Civic evidence bank for questions about rights, participation, and citizenship	Full synthesis
How Change Happens: Observe, Adapt, Test, and Improve	Evidence bank for observation, testing, evaluation, and revision	Full synthesis

Teacher Passage Use Note: The reader includes each passage twice: first as a clean reading copy and then as a TRACKS-highlighted copy. Students read the clean version before annotating.

Teacher Inspiration

Teacher Script

“Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together.”

Teacher Script

“This module asks students to use information as evidence for an answer, not as a list of disconnected facts.”

Teaching Stance

The source materials place Cluster 8 at the research convergence point: substantial texts become evidence banks. Preserve the intellectual work by asking students what a detail proves.

Module 4 - Family Communication

This Week at a Glance

Big Skill	Shared Research HABIT	Collaborative Learning
synthesize a month of research into a clear published explanation	Name evidence, explain what it proves, and revise thinking when needed.	Human Research Paper and the Change Museum

One Question to Send Home



Teacher Script

“What evidence would help us understand this before we decide?”

Family Letter

Dear Families,

This week your fifth grader studies Synthesis and Publication in the Cluster 8 research project, “What Makes Change Happen?” Students work with the two research evidence banks, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. The module question is “How can we turn a month of research into one clear answer about change?” and the class is learning to synthesize a month of research into a clear published explanation. The goal is to use evidence to explain thinking, rather than simply collect facts or retell a source.

In class, students will participate in Human Research Paper and the Change Museum, discuss evidence from both passages, and write a complete research paper of the cumulative research work. They will practice the research structure R-E1-E2: state a reason, use evidence from a source, and explain what that evidence proves. This week’s work focuses on how evidence from several sources supports one conclusion. Ask your child to name one source detail and explain, “This matters because ...”

At home, choose a small decision, change, or question in your family or community. Give your child time to name what is known, what still needs to be checked, and whose viewpoint matters. Then ask, “What evidence would help us make a responsible choice?” A short conversation like this strengthens the careful evidence-based HABIT students use in their research writing.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su estudiante de quinto grado estudia Synthesis and Publication en el proyecto de investigación del Grupo 8, “¿Qué hace que ocurra el cambio?” Los estudiantes trabajan con los dos bancos de evidencia de investigación, “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”. La pregunta del módulo es “How can we turn a month of research into one clear answer about change?” y la clase aprende a synthesize a month of research into a clear published explanation. La meta es usar evidencia para explicar el pensamiento, no solamente coleccionar datos ni volver a contar una fuente.

En clase, los estudiantes participarán en Human Research Paper and the Change Museum, conversarán sobre evidencia de los dos pasajes y escribirán a complete research paper del trabajo de investigación acumulativo. Practicarán la estructura R-E1-E2: presentar una razón, usar evidencia de una fuente y explicar lo que esa evidencia demuestra. El trabajo de esta semana se enfoca en how evidence from several sources supports one conclusion. Pida a su hijo o hija que nombre un detalle de una fuente y explique: “Esto importa porque ...”.

En casa, elijan una decisión, un cambio o una pregunta pequeña de la familia o de la comunidad. Denle tiempo a su hijo o hija para nombrar lo que se sabe, lo que todavía se debe comprobar y qué punto de vista importa. Después pregunte: “¿Qué evidencia nos ayudaría a tomar una decisión responsable?” Una conversación breve como esta fortalece el HABIT de pensamiento basado en evidencia que los estudiantes usan en su escritura de investigación.

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

Module 4 - Family Conversation Starters

Questions That Invite Evidence

- What challenge or change do you notice, and why does it matter?
- What do we know from an observation, and what are we only assuming?
- Whose perspective should we hear before making a decision?
- What might happen next, and how could we check whether the result is fair?

At-Home Evidence Talk

Choose one small family or community decision. Make three short notes: what we observe, what we wonder, and what evidence could help. Ask your child to explain which note is evidence and which is an assumption. End by completing the frame: "Our careful choice would be ___ because ___."

Conversación en Casa

- ¿Qué desafío o cambio notas, y por qué importa?
- ¿Qué sabemos por una observación y qué solamente suponemos?
- ¿Qué punto de vista debemos escuchar antes de decidir?
- ¿Qué podría pasar después y cómo podríamos comprobar si el resultado es justo?

Actividad Familiar

Eliján una decisión pequeña. Hagan tres notas: lo que observamos, lo que nos preguntamos y qué evidencia podría ayudar. Su hijo o hija explica cuál nota es evidencia y cuál es una suposición. Terminen con: "Nuestra decisión cuidadosa sería ___ porque ___."

Module 4 - Lesson Overview and Standards

Lesson Overview

Across the five GRADUATE days, students gather a research purpose, attempt Human Research Paper and the Change Museum, discuss evidence, use the learning independently in a complete research paper, award a specific strength, target a next move, and educate an audience. The module's answer is: We turn research into one clear answer by selecting the strongest evidence, organizing it around a thesis (central idea), explaining how sources work together, revising for coherence, editing for publication, and presenting the evidence to others.

Cluster 8 Standards - Compact Scope

Writing Process TEKS

TEKS	Cluster 8 Application
5.11(A)	plan a first draft for topic, purpose, and audience
5.11(B)(i)	develop a focused, structured, coherent draft
5.11(B)(iv)	develop an engaging idea with specific facts and details

Writing Genre TEKS

TEKS	Cluster 8 Application
5.12(B)(i)	compose informational text with a clear central idea
5.12(B)(ii)	use informational genre characteristics
5.13(A)	generate and clarify questions for inquiry
5.13(C)	identify and gather relevant information from sources

Revising TEKS

TEKS	Cluster 8 Application
5.11(C)(iii)	add ideas for coherence and clarity
5.11(C)(iv)	delete ideas for coherence and clarity
5.11(C)(ix)	combine ideas for clarity

Editing TEKS

TEKS	Cluster 8 Application
5.11(D)(i)	edit complete simple and compound sentences with subject-verb agreement
5.11(D)(xxii)	edit quotation marks in dialogue and quotations

Module 4 - Daily TEKS and ELPS

ELPS - Language Support for Research Talk and Writing

Listening: Students restate a partner's evidence, ask for clarification, and distinguish a source detail from an assumption.

Speaking: Students use evidence, source, consequence, revise, and the module vocabulary to defend a choice with increasing specificity.

Reading: Students read one manageable source section at a time, identify the detail that answers a question, and compare how the two sources contribute to the same claim.

Writing: Students use source credit, a direct quotation or paraphrase, and a because explanation to make the connection between evidence and a research reason visible.

Daily TEKS + ELPS Box

Day	TEKS Focus	ELPS Focus	Student Language Move
Day 1	5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	Restate a challenge or ask for clarification.
Day 2	5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	Defend why a source detail fits.
Day 3	5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	Explain how evidence proves a reason.
Day 4	5.11(C)	2(E)(i), 4(F)(ix)	Name a strength and a precise next move.
Day 5	5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	Present a source-based explanation clearly.

Module 4 - Language Domains in Action

Language Domain	Student Language Move	Evidence of Learning
Listening	Listen for a partner's claim and source detail.	Restates the detail accurately before responding.
Speaking	Defend how a detail supports a claim.	Uses because to connect evidence and reasoning.
Reading	Compare relevant details across both passages.	Marks evidence with a stated purpose.
Writing	Write an evidence-based research explanation.	Connects a source detail to a reason and conclusion.

Teacher Script



Teacher Script

"Every language domain has the same goal today: make the evidence and the thinking visible."

Module 4 - Learning Destination

I Can Statements

- I can synthesize a month of research into a clear published explanation.
- I can identify a precise source detail that supports my thinking.
- I can explain what evidence proves rather than only repeat it.

I Will Statements

- I will use the two research passages as evidence banks.
 - I will build an R-E1-E2 explanation with source credit.
 - I will revise my thinking when evidence asks me to reconsider.
- Teacher script: "Say the target in your own words. Then show me the evidence that proves you reached it."

Module 4 - Rigor, Cognitive Demand, and Misconceptions

Cognitive Demand

Cognitive Demand	Student Work	Teacher Prompt
Notice and recall	Locate a relevant observation, action, or consequence.	What does the source actually say or show?
Analyze	Separate evidence from an assumption; compare two source details.	How are these details alike, different, or connected?
Evaluate	Judge whether evidence supports a choice or shows improvement.	What makes this evidence stronger than another detail?
Create	Write and revise an R-E1-E2 explanation for an audience.	What does this evidence prove about the module question?

Misconceptions to Watch For

Misconception	What It Sounds Like	Teacher Response
An interesting detail is automatically evidence.	I liked this fact, so I used it.	Ask: How does it help prove the reason?
An assumption is the same as an observation.	I think it happened, so it is proof.	Ask students to name what can be checked in a source.
A quotation explains itself.	The quote proves my idea.	Prompt: Explain what the quoted words mean and why they matter.
Change is automatically improvement.	Something changed, so it was better.	Ask who benefited, who was harmed, and what happened next.

Module 4 - Thinking Levels

Level	Student Response	Next Move
Foundational	Names a topic or source fact.	Add a reason that answers the module question.
Emergent	States an answer with a general example.	Add precise source credit and a relevant detail.
Visible	Uses a source detail but gives little explanation.	Tell what the detail proves.
Independent	Uses source evidence and explains the connection.	Compare a second source or viewpoint.
Reflective	Synthesizes evidence and evaluates consequences or revision.	Name the broader lesson for an audience.



Teacher Script

"We are not adding words just to make writing longer. We are adding thinking so readers can see how the evidence works."

Module 4 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, preview the everyday words, academic writing words, and passage or framework words that will help us explain our thinking."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
paper	writing with connected ideas	I can use paper to explain ____.
part	one piece of a whole	I can use part to explain ____.
whole	all the parts together	I can use whole to explain ____.
proof	information that shows an idea is true	I can use proof to explain ____.
start	the beginning	I can use start to explain ____.
middle	the part between beginning and end	I can use middle to explain ____.
end	the final part	I can use end to explain ____.
fix	make something work better	I can use fix to explain ____.
show	help someone understand	I can use show to explain ____.
share	tell or give to others	I can use share to explain ____.

Tier 2 Vocabulary - Academic Writing Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the central answer a paper proves	Evidence helps me thesis (central idea) ____.
coherence	clear, logical connection among ideas	Evidence helps me coherence ____.
synthesize	combine ideas into a new understanding	Evidence helps me synthesize ____.
transition	a word or phrase that connects ideas	Evidence helps me transition ____.
citation	information that gives credit to a source	Evidence helps me citation ____.
revise	make writing clearer or more effective	Evidence helps me revise ____.
edit	correct conventions before publishing	Evidence helps me edit ____.
publish	prepare writing to share with readers	Evidence helps me publish ____.
presentation	a planned sharing of learning	Evidence helps me presentation ____.
reflection	thinking back on what was learned	Evidence helps me reflection ____.

Tier 3 Vocabulary - Passage and Framework Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
SET	ess-ee-tee	statement of purpose, evidence-reference transition, thesis (central idea)	This term helps explain ____.
R-E1-E2	ar-ee-one-ee-two	reason, evidence, explanation structure	This term helps explain ____.
R1-R2-R3	ar-one ar-two ar-three	restate, reference, reflect conclusion structure	This term helps explain ____.
source credit	sors KRED-it	words that name where evidence came from	This term helps explain ____.
direct quotation	dih-REKT kwoh-TAY-shun	an author's exact words	This term helps explain ____.
paraphrase	PAR-uh-frayz	a source idea written in new words	This term helps explain ____.
evidence bank	EV-uh-dens bank	a source read for useful proof	This term helps explain ____.
works cited	wurks SY-tid	a list of sources used in a paper	This term helps explain ____.
research convergence	ree-SURCH kun-VUR-jens	the point where writing tools come together	This term helps explain ____.
intellectual growth	in-tuh-LEK-choo-ul grohth	stronger thinking built through learning	This term helps explain ____.

Practice Direction

Choose one Tier 2 word and one Tier 3 word. Use both in one oral explanation about a source detail.

Module 4 - Background Knowledge and Educator Insight

Source Context

Teacher Script

“From Protest to Participation: How a Nation Changes” asks how ideas about freedom, rights, and citizenship become real changes in a nation. “How Change Happens: Observe, Adapt, Test, and Improve” asks what history and science teach about responding to challenges. Together they provide the civic and scientific evidence students need for Cluster 8.”

The Two Lenses Students Will Use

Research Lens	What Students Notice	Writing Payoff
Civic change	People question fairness, representation, rights, and participation.	A writer can explain how a concern grows into collective action.
Scientific change	People observe, test an explanation, compare results, and revise.	A writer can explain why evidence should guide the next decision.
Shared research habit	Both sources move from a challenge to evidence, action, and a check of results.	A writer can connect two sources instead of listing facts.

Educator Insight

The source sequence moves from challenge and question, to evidence and choice, to consequence and revision, and finally to synthesis and publication. Synthesis and Publication emphasizes how evidence from several sources supports one conclusion. Keep the focus on accurate source details and the explanation that connects those details to a claim.

Module 4 - Materials and Preparation

Material	Preparation and Purpose
"From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve"	Print or project for a clean read and TRACKS reread.
Interactive notebooks, source logs, sticky notes, pencils, highlighters	Record evidence, source credit, and explanation.
Human Research Paper and the Change Museum materials	Prepare one set per partner group.
Daily Deck and student tracking sheet	Display directions, model, and reflection prompts.

Before Students Arrive

1. Put one clean and one TRACKS-ready copy of each source at every table.
2. Post the module question, the R-E1-E2 structure, and the source-title key where students can point to them.
3. Place activity cards in numbered sets; keep one teacher-key set for the debrief.
4. Prepare a visible "Evidence matters because ____" strip for oral rehearsal.



Teacher Script

"Evidence has a job: it must help explain a claim. Keep only the details that can do that job."

Module 4 - Anchor Chart and Board Notes

Research HABIT: Notice -> Question -> Gather -> Compare -> Decide -> Act -> Check

Teacher Script

"How Change Happens: Observe, Adapt, Test, and Improve" names this pattern. The arrows remind students that strong thinking can return to an earlier step when new evidence appears."

R-E1-E2

R = reason the paragraph proves. E1 = evidence from a source. E2 = explanation of what the evidence proves.

Student Talk Moves

When I am stuck...	I can say...
I need a source detail	"I notice ___ in the source, so I might use it as evidence."
I need to explain	"This detail matters because ___."
I need a second source	"The other source adds ___, which helps me understand ___."
I need to revise	"This evidence does not fully fit my reason, so I will ___."

Board Prompt

Meaningful change happens when people notice a challenge, use evidence to make a choice, take action, and then study the consequences to decide whether the change should continue or be revised.

Teacher Script

"A report tells what happened. A research explanation tells what the information proves."

Module 4 - Teacher Modeling: Make the Thinking Visible

Model Reason

Meaningful change happens when people notice a challenge, use evidence to make a choice, take action, and then study the consequences to decide whether the change should continue or be revised.

Model Evidence and Explanation

Teacher Script

"From Protest to Participation: How a Nation Changes" explains that colonists questioned why Parliament could tax them when they had no elected representatives in Parliament. "How Change Happens: Observe, Adapt, Test, and Improve" shows Kendrix noticing that her garden became worse after extra watering. These details matter because people can move from a first reaction to a more focused question, evidence-based choice, or revision when they explain what the source information means."

Think-Aloud

Teacher Script

"First I name the reason I want to prove."

Teacher Script

"Next I choose a source detail that truly fits that reason."

Teacher Script

"Now I do the hardest part: I explain why the detail matters, instead of leaving the reader to guess."

Model Check Before Release

Ask students to point to the R, underline the source evidence, and orally finish: "This evidence matters because ____." Listen for an explanation rather than a repeated detail.

Module 4 - TRACKS Close Reading

TRACKS Key

Letter	Look For	Annotation Question
T	Time	When does this happen, and why does the timing matter?
R	Reactions and relationships	How do people respond or connect?
A	Actions	What did a person or group do?
C	Central people, ideas, or objects	What is central to the change?
K	Key facts	Which detail could become evidence?
S	Setting	Where does this occur, and how does that matter?

Student Annotation Guide

1. Read the clean passage for meaning; do not annotate yet.
2. Reread the TRACKS-highlighted copy and label one useful detail in each passage.
3. Star a detail that could answer a research question.
4. Write: "This detail matters because ____."

Teacher Script

"TRACKS helps us find evidence. Our explanation tells why the evidence belongs in our writing."

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

[119] Having a voice does not mean saying whatever comes to mind as loudly as possible.

[120] Strong civic participation requires information.

[121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.

[122] Residents may feel strongly.

[123] But feelings alone cannot answer every question.

[124] People may need to know:

[125] How much will each plan cost?

[126] How many people could use it?

[127] What environmental effects might occur?

[128] What does the community already have?

[129] What do residents need?

[130] Are there other possible solutions?

- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?
- [154] These questions apply to history too.
- [155] The American Revolution changed the relationship between the colonies and Great Britain.
- [156] The Declaration established ideals.
- [157] The Constitution created a government.
- [158] The Bill of Rights protected important freedoms.
- [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.
- [160] Later generations continued the work.
- [161] Democracy Is Never Completely Finished

[162] A democracy receives something from the past.

[163] It receives laws.

[164] Documents.

[165] Institutions.

[166] Traditions.

[167] Successes.

[168] Mistakes.

[169] Promises.

[170] Each generation must decide what to do with them.

[171] Citizens can preserve principles they believe remain valuable.

[172] They can question practices that produce unfair results.

[173] They can use evidence to judge whether a policy is working.

[174] They can participate in peaceful processes for change.

[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

[179] A document may describe an ideal.

[180] A law may create a system.

[181] A citizen may challenge the system.

[182] A vote may change a leader.

[183] An amendment may change the law.

[184] A new generation may ask the question differently.

[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

Student Annotation Guide — From Protest to Participation: How a Nation Changes

T — Time

Before the American Revolution

R — Reactions

Colonists began asking why Parliament could tax them

A — Actions

Some wrote letters and newspaper articles.

C — Character/Concept/Creature

The Declaration of Independence

K — Key Knowledge

taxation without representation

S — Scenery/Setting

In 1787, delegates met at the Constitutional Convention.

TRACKS EVIDENCE HIGHLIGHTING — From Protest to Participation: How a Nation Changes

[1] Central Question:

[2] How do ideas about freedom, rights, and citizenship become real changes in a nation?

[3] A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced.

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[12] Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

[13] Change Begins With a Question

[14] Before the American Revolution, the thirteen colonies belonged to Great Britain.

[15] For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection.

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

[21] That distinction is important.

[22] A movement for major change may begin with a much smaller request.

[23] Questions Become Protest

[24] Colonists responded in different ways.

[25] Some wrote letters and newspaper articles.

[26] Some signed petitions.

[27] Some joined organizations such as the Sons of Liberty.

[28] Merchants participated in boycotts by refusing to purchase certain British goods.

[29] Families produced more goods at home rather than buying imported products.

[30] These actions gave ordinary people ways to participate.

[31] Tensions continued. The Boston Massacre increased distrust of British soldiers. The Tea Act led to the Boston Tea Party. Great Britain responded with laws the colonists called the Intolerable Acts.

[32] British leaders hoped stronger control would stop resistance.

[33] Instead, the punishment of Massachusetts helped bring several colonies closer together.

[34] A problem that once seemed local began to feel shared.

[35] That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.

[36] Ideas Become Words

[37] By 1776, more colonial leaders believed independence was necessary.

[38] The Declaration of Independence announced that the colonies intended to separate from Great Britain.

[39] But the document did more than declare independence.

[40] It explained ideas.

[41] The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

[42] It also argued that governments receive their legitimate power from the consent of the governed.

[43] That meant government existed to serve people—not the other way around.

[44] These ideas created a standard against which government could be judged.

[45] If a government was supposed to protect rights, people could ask:

[46] Is it actually doing that?

[47] A Promise Can Be Larger Than Its Time

[48] The Declaration proclaimed equality, yet American society in 1776 did not provide equal rights to everyone.

[49] Women could not participate equally in political life.

[50] Enslaved people were denied freedom.

[51]

Native American nations faced increasing pressure and conflict as colonial settlement expanded.

[52] Abigail Adams recognized part of this contradiction. She urged her husband, John Adams, to “Remember the Ladies” as leaders considered the new government.

[53] Her words reflected a larger question:

[54] If liberty is a principle, who is included in it?

[55] That question did not disappear.

[56] Later generations repeatedly returned to the ideals expressed in the Declaration when arguing for expanded rights.

[57] The document therefore had two kinds of influence.

[58] It described what the nation's leaders said they believed.

[59] It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs.

[60] Words Become Government

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

[69] A Compromise Can Solve One Problem and Create Another

[70] One of the most troubling agreements at the Constitutional Convention concerned slavery and representation.

[71] Southern states wanted enslaved people counted when determining representation in Congress because a larger population would give those states more representatives.

[72] Yet enslaved people themselves could not vote and had no political power.

[73] Under the Three-Fifths Compromise, for purposes including representation, every five enslaved people would be counted as three persons in the population calculation.

[74] The compromise helped delegates continue their work and complete the Constitution.

[75] But it did not solve the injustice of slavery.

[76] Instead, it increased political power for states where large numbers of people were enslaved while those enslaved people remained without freedom or representation.

[77] This teaches an important lesson:

[78] Compromise and fairness are not the same thing.

[79] A compromise may help people reach an agreement.

[80] Researchers must still ask:

[81] Who benefited?

[82] Who gave something up?

[83] Who had no voice in the decision?

[84] What consequences followed?

[85] Rights Are Written Down

[86] Some Americans worried that the Constitution gave the new federal government too much power.

[87] They wanted clear protections for individual liberties.

[88] The first ten amendments became known as the Bill of Rights.

[89] These amendments protect important freedoms and establish limits on government power.

[90] They address matters such as speech, religion, assembly, petitions, searches, legal protections, trials, punishment, and powers not given to the federal government.

[91] Written rights serve an important purpose.

[92] They make expectations visible.

[93] Citizens and leaders can examine what government does and compare those actions with the protections stated in law.

[94] Yet a written right is meaningful only when people understand it and when institutions respect it.

[95] That makes civic knowledge important.

[96] Freedom Can Become a Symbol

[97] More than a century after the Declaration, immigrants arriving in New York Harbor could see the Statue of Liberty.

[98] For many people, the statue became a symbol of freedom, hope, and opportunity.

[99] Its tablet connects it to July 4, 1776.

[100] Its torch suggests light and liberty.

[101] Immigrant families arriving through places such as Ellis Island often came for different reasons. Some hoped for work. Some wanted to join relatives. Some sought safety or opportunity.

[102] Their arrival added another question to the American story:

[103] What does it mean to become part of a nation built around ideals of liberty?

[104] The answer was not always simple.

[105] Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.

[106] Freedom did not guarantee an easy life.

[107] But immigration shows that national ideals can influence people far beyond the generation that first wrote them.

[108] Citizens Continue the Work

[109] Government is not shaped only by presidents, judges, legislators, or famous historical leaders.

[110] Citizens also participate.

[111] Voting is one important form of participation.

[112] But it is not the only one.

[113] People may attend public meetings, volunteer, contact representatives, sign petitions, serve on boards, help campaigns, organize projects, or learn about an issue affecting their community.

[114] Young people can participate too.

[115] Students can organize service projects, research local concerns, write respectfully to leaders, help improve school spaces, or explain an issue to others.

[116] Citizenship begins long before a person is old enough to vote.

[117] It begins with learning how communities make decisions.

[118] Voice Requires Information

[119] Having a voice does not mean saying whatever comes to mind as loudly as possible.

[120] Strong civic participation requires information.

[121] Imagine that a town is debating whether to build a park, library, business area, or sports field on an empty piece of land.

[122] Residents may feel strongly.

[123] But feelings alone cannot answer every question.

[124] People may need to know:

[125] How much will each plan cost?

[126] How many people could use it?

[127] What environmental effects might occur?

[128] What does the community already have?

[129] What do residents need?

[130] Are there other possible solutions?

- [131] Gathering evidence can make discussion more useful.
- [132] Reliable information also helps citizens recognize rumors or incomplete claims.
- [133] Listening Is Participation Too
- [134] People in a democracy will disagree.
- [135] That is normal.
- [136] One resident may want lower taxes.
- [137] Another may want additional public services.
- [138] One family may support a new road.
- [139] Another may worry that the road will increase traffic near homes.
- [140] Listening to another viewpoint does not require agreeing with it.
- [141] It means understanding the reasons and evidence behind it.
- [142] Respectful disagreement allows people to continue working together even when they prefer different solutions.
- [143] That ability may be one of the most important skills in a representative government.
- [144] Change Does Not End With a Decision
- [145] Suppose a community chooses a solution.
- [146] The work is not necessarily finished.
- [147] Citizens and leaders can study what happened next.
- [148] Did the plan work?
- [149] Did it solve the original problem?
- [150] Did it create a new problem?
- [151] Did some people benefit more than others?
- [152] Should the plan continue?
- [153] Should it be changed?
- [154] These questions apply to history too.
- [155] The American Revolution changed the relationship between the colonies and Great Britain.
- [156] The Declaration established ideals.
- [157] The Constitution created a government.
- [158] The Bill of Rights protected important freedoms.
- [159] But none of those events ended every disagreement about rights, representation, equality, or citizenship.
- [160] Later generations continued the work.
- [161] Democracy Is Never Completely Finished

[162] A democracy receives something from the past.

[163] It receives laws.

[164] Documents.

[165] Institutions.

[166] Traditions.

[167] Successes.

[168] Mistakes.

[169] Promises.

[170] Each generation must decide what to do with them.

[171] Citizens can preserve principles they believe remain valuable.

[172] They can question practices that produce unfair results.

[173] They can use evidence to judge whether a policy is working.

[174] They can participate in peaceful processes for change.

[175] This is why the history of American democracy is not simply the story of government being created.

[176] It is the story of people repeatedly asking:

[177] Does what we are doing match what we say we believe?

[178] A protest may begin the conversation.

[179] A document may describe an ideal.

[180] A law may create a system.

[181] A citizen may challenge the system.

[182] A vote may change a leader.

[183] An amendment may change the law.

[184] A new generation may ask the question differently.

[185] That is how a nation continues changing.

[186] The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.

PASSAGE 2 — How Change Happens: Observe, Adapt, Test, and Improve

[1] Central Question:

[2] What do history and science teach us about responding to challenges?

[3] A drooping plant, a dangerous beach, an unfamiliar settlement, a broken light bulb, and an unfair law may seem to have very little in common.

[4] Yet each presents the same basic problem:

[5] Something about the current situation is not working. What should happen next?

[6] In science, people observe conditions, gather evidence, test explanations, and revise their thinking.

[7] In history, individuals and societies also face changing conditions. They gather information, debate choices, act, and experience consequences.

[8] The subjects are different, but the thinking pattern can be surprisingly similar.

[9] NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

[10] Understanding this pattern helps explain not only how people solve problems, but also why some changes succeed while others create new difficulties.

[11] Change Begins With Conditions

[12] Before deciding what to do, it helps to understand the situation.

[13] That sounds simple.

[14] It is not always simple.

[15] People often notice a problem and immediately assume they know the cause.

[16] A plant looks weak, so it must need more water.

[17] A law causes anger, so everyone must want the same solution.

[18] An invention fails, so the entire idea must be impossible.

[19] Those conclusions may be correct.

[20] They may also be wrong.

[21] The first task is to observe.

[22] What is actually happening?

[23] Living Things Respond in Different Ways

[24] The natural world provides useful examples.

[25] A newly hatched sea turtle faces immediate danger.

[26] It must move from its nest toward the ocean.

[27] It cannot attend a lesson first.

[28] It cannot practice for several weeks.

[29]

Its instinctive behavior helps it respond immediately.

[30] An orca faces different challenges.

[31] Young orcas can learn behaviors by observing older members of their pod. Hunting cooperatively may require practice, communication, and experience.

[32] Both animals survive through behavior.

[33] But they do not use the same kind of behavior.

[34] That matters.

[35] A useful response must fit the challenge.

[36] The lesson is not that instinct is better than learning or that learning is better than instinct.

[37] The lesson is that different conditions may require different responses.

[38] People Must Adapt Too

[39] Human beings also face unfamiliar conditions.

[40] When the Pilgrims arrived in Plymouth, they entered an environment they did not fully understand.

[41] The climate, growing seasons, plants, wildlife, and local geography differed from what they knew in England.

[42] Determination alone could not give them the information they lacked.

[43] The Wampanoag people possessed knowledge developed through generations of living in the region.

[44] That local knowledge mattered.

[45] Information about crops, fishing, seasons, and resources could make the difference between a poor decision and a better one.

[46] Adaptation therefore requires more than simply working harder.

[47] Sometimes it requires admitting:

[48] Someone else knows something I do not know.

[49] Learning from others can be a survival strategy.

[50] Contact Can Create Unequal Change

[51] Adaptation and cultural contact are not always peaceful or equal.

[52] Spanish settlement in Texas brought missions, presidios, roads, livestock, ranching traditions, language, religion, and new settlements.

[53] But those changes did not affect everyone in the same way.

[54] Many Native American communities faced pressure to change their religions, customs, locations, or ways of life.

[55] Some people cooperated.

[56]

Some traded.

[57] Some adapted certain practices.

[58] Others resisted Spanish control.

[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Student Annotation Guide — How Change Happens: Observe, Adapt, Test, and Improve

T — Time

At that point Kendrix faced an important choice.

R — Reactions

Her original explanation did not match the new evidence.

A — Actions

She chose to reconsider.

C — Character/Concept/Creature

Kendrix's garden

K — Key Knowledge

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK

S — Scenery/Setting

When the Pilgrims arrived in Plymouth

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[59] This illustrates another important principle:

[60] A change can produce different outcomes for different groups.

[61] If researchers ask only whether Spain successfully established settlements, they miss part of the story.

[62] They must also ask what those settlements meant for the people already living there.

[63] Observe Before You Act

[64] Kendrix's garden provides a smaller example of the same thinking skill.

[65] She noticed that the plants looked unhealthy.

[66] Their leaves were pale.

[67] Their stems drooped.

[68] She formed a reasonable first idea:

[69] Perhaps they needed more water.

[70] Then she acted.

[71] She watered more.

[72] But the garden became worse.

[73] The soil turned muddy.

[74] Leaves yellowed.

[75] Her original explanation did not match the new evidence.

[76] At that point Kendrix faced an important choice.

[77] She could continue adding water because she wanted her first idea to be correct.

[78] Or she could reconsider.

[79] She chose to reconsider.

[80] That is one of the most important habits in scientific thinking.

[81] Evidence Can Change an Answer

[82] Kendrix and her grandmother examined the soil.

[83] They recognized that plant roots need more than water. Roots also require access to air, and plants depend on a balance of conditions including sunlight, water, nutrients, and healthy soil.

[84] Kendrix changed her plan.

[85] She watered less often.

[86] She checked soil conditions before watering.

- [87] She watched the plants.
- [88] Their health improved.
- [89] The important lesson is not simply:
- [90] Do not overwater plants.
- [91] The deeper lesson is:
- [92] When evidence does not support your first explanation, change the explanation.
- [93] That does not mean the thinking process failed.
- [94] It means the thinking process worked.
- [95] Failure Can Become Information
- [96] Thomas Edison's workshop offers another example.
- [97] Developing a practical electric lighting system required repeated testing.
- [98] Materials had to be tried.
- [99] Results had to be recorded.
- [100] Bulbs could break.
- [101] Wires could fail.
- [102] A test that failed to produce a useful light still produced information.
- [103] Workers could ask:
- [104] What material was used?
- [105] How long did it last?
- [106] Why might it have failed?
- [107] What should be changed during the next test?
- [108] This transforms failure into evidence.
- [109] The broken bulb is no longer simply a disappointment.
- [110] It becomes a clue.
- [111] Innovation Is Often a Team Process
- [112] Another important lesson from the workshop is that invention rarely depends on only one person's effort.
- [113] Workers prepared materials.
- [114] They kept notes.
- [115] They tested wires.
- [116] They watched clocks.
- [117] They compared results.
- [118] They built equipment.

[119] They shared ideas.

[120] The famous inventor's name may be remembered, but the process depended on many contributors.

[121] The same is true of many kinds of change.

[122] A scientific discovery may involve teams.

[123] A community improvement may involve volunteers and leaders.

[124] A political movement may involve thousands of ordinary participants.

[125] Major changes often appear to have one famous face.

[126] The evidence usually reveals many hands.

[127] Cooperation Can Expand What Is Possible

[128] Cooperation appears repeatedly across science and history.

[129] Orcas hunt in pods.

[130] The Wampanoag shared knowledge with the Pilgrims.

[131] Colonists coordinated protests and meetings.

[132] Edison's workers contributed different skills.

[133] Citizens cooperate in communities.

[134] Working together can allow people to accomplish something that would be difficult alone.

[135] But cooperation does not guarantee fairness.

[136] People can cooperate toward a harmful goal too.

[137] That is why another question must follow:

[138] What did the cooperation produce?

[139] Societies Can Revise Their Thinking

[140] Scientific thinking changes when evidence changes.

[141] Societies can change too.

[142] Before the American Revolution, many colonists did not initially demand independence.

[143] They wanted reforms.

[144] As events continued, opinions changed.

[145] New laws, protests, punishments, meetings, violence, writings, and arguments affected what people believed.

[146] Eventually, many concluded that independence was necessary.

[147] That decision came after years of changing conditions.

[148] Government itself continued evolving afterward.

[149] The Articles of Confederation did not provide the national system many leaders believed the new nation needed.

[150] The Constitution created a different structure.

[151] Concerns about individual rights led to the Bill of Rights.

[152] Later amendments changed the Constitution again.

[153] A governing system can therefore be both stable and changeable.

[154] It may preserve a basic structure while allowing revision.

[155] Not Every Solution Is a Good Solution

[156] This may be the most important fifth-grade research lesson.

[157] Solving the immediate problem does not automatically make a decision good.

[158] At the Constitutional Convention, delegates needed agreements if they were going to create a new Constitution.

[159] The Three-Fifths Compromise helped resolve one disagreement about representation.

[160] But it strengthened political power tied to slavery while enslaved people themselves remained without freedom or political voice.

[161] The agreement helped the convention move forward.

[162] That does not make the agreement just.

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

[170] A successful outcome for one group can be a harmful outcome for another.

[171] Check What Happened Next

[172] Good problem solving does not stop when action begins.

[173] Suppose a community believes cars are traveling too quickly near a school.

[174] Residents might propose a stop sign.

[175] The city installs it.

[176] Problem solved?

[177] Maybe.

[178] Researchers would need to check.

- [179] Did traffic slow?
- [180] Did accidents decrease?
- [181] Did drivers begin taking a different street and create another problem?
- [182] Would a crossing guard or different road design work better?
- [183] Action produces new evidence.
- [184] That evidence becomes the beginning of the next decision.
- [185] Reliable Information Matters
- [186] People cannot evaluate change well if their information is poor.
- [187] A rumor may sound convincing.
- [188] A dramatic image may create a strong emotional response.
- [189] A statement repeated many times may begin to feel true.
- [190] But researchers need evidence.
- [191] They ask where information came from.
- [192] They compare sources.
- [193] They distinguish facts from opinions.
- [194] They examine dates and context.
- [195] They notice when two people describe the same event differently.
- [196] This is important in both science and history.
- [197] A scientist should not depend on one observation if more testing is possible.
- [198] A historian should not assume one source tells the entire story.
- [199] A citizen should not make an important decision based only on an unverified claim.
- [200] Changing Your Mind Can Be a Strength
- [201] People sometimes believe that changing an opinion shows weakness.
- [202] Evidence-based thinking suggests the opposite.
- [203] Imagine Kendrix continuing to flood the garden simply because she did not want to admit her first idea was wrong.
- [204] Imagine Edison's workers repeating exactly the same failed test again and again without learning from the result.
- [205] Refusing to change would not show strength.
- [206] It would prevent progress.
- [207] A strong thinker can say:
- [208] This is what I believed.
- [209] This is the evidence I now have.
- [210] The evidence suggests a better explanation.

- [211] I am changing my conclusion.
- [212] That is intellectual growth.
- [213] The Pattern of Change
- [214] Across these examples, a pattern emerges.
- [215] NOTICE
- [216] Something needs attention.
- [217] QUESTION
- [218] Why is this happening?
- [219] GATHER
- [220] What information or evidence can we find?
- [221] COMPARE
- [222] Do different sources or observations agree?
- [223] DECIDE
- [224] What action seems best supported?
- [225] ACT
- [226] Try the solution.
- [227] CHECK
- [228] What happened afterward?
- [229] Then there may be one more step:
- [230] REVISE
- [231] If the outcome is not what was expected, change the plan.
- [232] That final step keeps the cycle moving.
- [233] Progress Is Not Just Change
- [234] Something can change without improving.
- [235] A new law can create an unintended problem.
- [236] A new technology can solve one problem while creating another.
- [237] A settlement can help one population while harming another.
- [238] A compromise can produce agreement without producing justice.
- [239] A scientific solution can need further testing.
- [240] So researchers should not ask only:
- [241] What changed?
- [242] They should ask:
- [243] Was the change an improvement?

[244] And then:

[245] Improvement for whom?

[246] That is a much harder question.

[247] It is also a much stronger research question.

[248] The Work Continues

[249] Sea turtles respond through instinct.

[250] Orcas learn through experience.

[251] People adapt to environments.

[252] Scientists test explanations.

[253] Inventors revise designs.

[254] Communities debate choices.

[255] Governments amend laws.

[256] Citizens examine outcomes.

[257] These examples do not prove that science and history operate exactly the same way.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it—be willing to change again.

[270] Source-to-Writing Reflection

[271] Choose one final question from this source that would help a researcher decide whether a change was an improvement. Record an exact phrase that makes the question worth asking.

[272] Then explain what the phrase shows about evidence, fairness, consequences, or revision. Do not summarize the source; explain why the detail matters.

[273] Compare that idea with one civic or scientific example from earlier in the source.

Name the job the detail will do in your writing.

Day 1 - Gather and Reveal

G — Gather



Launch

Three body paragraphs do not automatically make one research paper.

Teacher Script

“Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice.”

Teacher Script

“A strong researcher can name what is known and what still needs a question.”

R — Reveal



Mini-Lesson

SET: Statement of Purpose, Evidence-Reference Transition, Thesis (Central Idea). Then three R-E1-E2 body paragraphs and an R1-R2-R3 conclusion.

Teacher Script

“This week we are studying one part of the change process: synthesize a month of research into a clear published explanation.”

Teacher Script

“A feeling may begin a question, but evidence must guide the next decision.”

Check for Understanding

Students label the first statement as evidence, assumption, choice, change, or improvement question as appropriate for the module; then justify the label with a partner. Use these source-based examples: muddy soil, yellow leaves, a compromise, a boycott, a question about representation, and a revised watering plan.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(A), 5.13(A)	1(E)(i), 2(E)(i)	A labeled source example and an oral justification.

Day 2 - Attempt: Human Research Paper and the Change Museum

A — Attempt

A

Teacher Script

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate."

Teacher Script

"If your group disagrees, point to the wording of the card and explain your evidence."

Activity Directions

In teams, read one source-based action, challenge, claim, or paper-part card. Select the best matching question, evidence, consequence, or placement card. Before a team may keep a match, a speaker must state: "This belongs because ____."

Reproducible Card Set

Source-Based Card	Response Card	Why It Fits
Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Kendrix's soil became muddy and leaves turned yellow.	What evidence showed that more water was not the best solution?	The observations test the first explanation.
Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

Teacher Key

Accept a match only when students explain the connection. For Module 4, organize the matching sentences into SET, Body 1, Body 2, Body 3, and R1-R2-R3.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.13(C), 5.11(B)(iv)	2(E)(i), 3(G)(i)	A defended match using evidence vocabulary.

Day 3 - Discuss and Use Independently

D — Discuss

D

Teacher Script

"Yesterday, we learned that a strong source detail must connect to a reason."

Teacher Script

"Strong researchers study both the source information and what that information proves."

Discussion Prompts

- Which card gave the strongest evidence, and why?
- Where might a writer confuse an assumption with evidence?
- How do the two passages help us understand the module question in different ways?

U — Use Independently

D

U

Independent Writing Assignment

Write or revise a full research paper that explains what makes change happen and whether a change was an improvement.

Requirements

- State the module reason or a focused claim.
- Use one direct quotation or quoted phrase and one paraphrase.
- Credit "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve" or the Change Lab.
- Include multiple explanation sentences that answer, "What does this evidence prove?"

 Teacher Script

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning."

 Teacher Script

"Before you write a new sentence, reread your reason. Does this source detail help prove it?"

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.12(B), 5.13(C)	4(C)(i), 4(F)(ix)	An R-E1-E2 paragraph with source credit.

Day 4 - Award and Target

A — Award

A**T**

Teacher Script

"Award yourself for an exact research move you can prove you made."

Teacher Script

"A specific strength helps you repeat the HABIT tomorrow."

Award Evidence

Students complete: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____."

T — Target

A**T**

Teacher Script

"A target is not a complaint. It is a next move."

Teacher Script

"Choose one place where you can make the evidence-to-reason connection clearer."

Target Questions

Research Check	Target Question
Reason	Did I prove my reason or only name facts?
Evidence	Did I choose a detail because it truly fits?
Explanation	Where did I explain too little?
Viewpoint	Whose perspective or consequence do I still need to consider?
Revision	What will I add, delete, combine, or rearrange for clarity?

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(C)	2(E)(i), 4(F)(ix)	One evidenced award and one precise target.

Day 5 - Explain and Educate

E — Explain / Educate

E

Teacher Script

“Teach the big idea before you list the details.”

Teacher Script

“Your audience should hear how your evidence works together, not only what happened.”

Presentation Task

Students share one evidence-based explanation through a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit, depending on the module.

Student Presentation Frame

Teacher Script

“The challenge or action was _____. My research question or claim was _____. One source showed _____. This evidence matters because _____. A second source helped me understand _____. The larger lesson is _____.”

Audience Feedback

Listeners name one precise source detail they heard and one explanation that made the evidence meaningful.

Daily TEKS + ELPS Box

TEKS	ELPS	Student Product
5.11(D), 5.12(B)	1(E)(i), 2(E)(i)	A clear oral source-based explanation.

Module 4 - Student Exemplars

Low Exemplar

Change happens. Colonists had problems. Kendrix had a garden. People should use evidence.

What Needs Improvement

The response names examples but does not use precise source credit or explain how the details prove the reason.

Medium Exemplar

Meaningful change happens when people use evidence before they act. “From Protest to Participation: How a Nation Changes” shows colonists asking questions about taxes and representation. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix noticing that her garden was getting worse. These examples show that people should ask questions and use evidence.

What Needs Improvement

The response has a clear claim and examples, but it needs more explanation of why the evidence matters and how the sources connect.

High Exemplar

Meaningful change happens when people notice a challenge, use evidence to make a choice, take action, and then study consequences. “From Protest to Participation: How a Nation Changes” explains that colonists questioned why Parliament could tax them when they had no elected representatives. That question mattered because it turned anger about taxes into a focused concern about fairness and political voice. “How Change Happens: Observe, Adapt, Test, and Improve” shows Kendrix realizing that muddy soil and yellow leaves did not support her first idea that the plants needed more water. Instead of repeating an assumption, she used the new evidence to choose a different response. Together, these sources prove that change becomes more responsible when people question a problem, compare evidence, and check what happens next for the people affected.

Why the High Exemplar Works

It states a focused claim, credits sources, selects precise evidence, explains what the evidence means, and connects details into one answer.

Module 4 - Assessment

Research Writing Rubric

Scoring Area	3 - Strong	2 - Developing	1 - Beginning	0 - Not Demonstrated
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.	Too little work to evaluate.
Evidence and Explanation	Uses accurate source evidence, credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.	No relevant evidence.
Organization	Uses R-E1-E2 or the module structure coherently.	Structure is mostly clear.	Ideas may be disconnected.	No recognizable structure.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.	Errors interfere with understanding.

Collect

Collect the student paragraph or final paper, one source-log entry, and an Award/Target reflection.

Module 4 - Check the Learning

Embedded Check

Give three source-based details: Kendrix saw muddy soil and yellow leaves; Kendrix's garden became worse after extra watering; Edison's early light bulb tests failed or did not last long. Ask students which detail most precisely supports the stated evidence-based choice and why.

Answer Key

The muddy soil and yellow leaves are strongest for a choice about watering because they are specific observations that challenge the first explanation and can guide a revised choice. The other source details could support a different claim, but they are not the most precise evidence for this one.

Exit Ticket

Teacher Script

"The source detail I will use is _____. It proves my reason because _____."

Module 4 - Intervention

One Clear Research Move at a Time

Use a three-box organizer: R (reason), E1 (evidence plus source credit), E2 (what the evidence proves). Have students say each box aloud before writing.

Sentence Frames

- One reason ____ is ____.
- “From Protest to Participation: How a Nation Changes” explains ____.
- “How Change Happens: Observe, Adapt, Test, and Improve” shows ____.
- This evidence matters because ____.
- This connects to the module question because ____.



Teacher Script

“Build one clear reason, one exact detail, and one explanation. Then add the next piece.”

Module 4 - Embedded Supports

Source-Credit Support

Display and rehearse: “From Protest to Participation: How a Nation Changes” explains ____.” “In “How Change Happens: Observe, Adapt, Test, and Improve”, the author shows ____.” “The Change Lab source states ____.”

Multilingual Learner Support

Pair each source title with a visual icon. Let students rehearse an evidence-and-because sentence with a partner before drafting. Accept a labeled organizer first, then expand it into connected sentences.

Accessibility Support

Offer enlarged card text, read cards aloud, and provide a completed R-E1-E2 template with blanks for the student's own evidence and explanation.

Module 4 - Enrichment

Evidence Curator

Students compare two possible details for the same reason. They write a curator label explaining which detail is stronger, which audience it helps, and what new question remains.

Challenge Prompt

How can the same change look helpful to one group and harmful to another group? Use two sources, precise source credit, and an explanation of the consequence.

Module 4 - Additional Writing Opportunity

Quick Write

Write a new explanation sentence that begins, “This evidence matters because ...” Do not repeat the source detail. Explain its connection to how can we turn a month of research into one clear answer about change?

Partner Response

The listener says either “evidence” or “explanation,” then names the clue that supported the decision.

Evidence-to-Explanation Practice Space

Use the space to draft, reread, and revise one complete E2 explanation before publishing it.

Module 4 - Auditory Engagement

Say the Research Structure

Teacher reads “Reason.” Students respond, “What I will prove.” Teacher reads “Evidence.” Students respond, “What the source shows.” Teacher reads “Explanation.” Students respond, “Why it matters.” Partners read one source detail aloud and orally complete the explanation frame.

Call and Response

Teacher: “Evidence is not enough.” Students: “Explain what it proves!”

Teacher: “A research paper is not a pile.” Students: “It is a structure!”

Module 4 - Pause Points

|| Pause Point - Before Choosing Evidence

Does this detail prove my reason, or is it only interesting?

|| Pause Point - Before Writing E2

Have I told the reader what the detail means and why it matters?

|| Pause Point - Before Sharing

Did I name my source, explain my evidence, and consider what should happen next?

Module 4 - Student Tracking Sheet

Day	Learning Target	I tried it	I can explain it	My next step
Day 1 - Gather and Reveal	I can synthesize a month of research into a clear published explanation.	[]	[]	
Day 2 - Attempt	I can defend a match in Human Research Paper and the Change Museum.	[]	[]	
Day 3 - Discuss and Use	I can write an R-E1-E2 explanation.	[]	[]	
Day 4 - Award and Target	I can name a strength and a precise next step.	[]	[]	
Day 5 - Explain	I can teach how evidence supports my thinking.	[]	[]	

Module 4 - Closure

Teacher Closing Script

 Teacher Script

"This month, you did not just collect facts. You studied change."

 Teacher Script

"Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed."

 Teacher Script

"A change is not automatically an improvement. Researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next."

 Celebration Moment

Students complete: "One research HABIT I will carry forward is ___ because ___."

Module 4 - Virtual Classroom Adjustment



Purple Virtual Classroom Box

Tuesday's Human Research Paper and the Change Museum becomes a drag-and-drop shared slide. Partners use breakout rooms to read, place, and defend cards. Keep Wednesday writing independent in individual source-log copies. Students submit Award/Target reflections through a form. Friday's sharing becomes a virtual gallery or optional 90-second recorded presentation. Use reaction icons for quick checks: Q = quote, P = paraphrase, E = evidence, X = not enough proof. Teacher script: "Read the card aloud. Place it. Explain the evidence-to-claim connection. Leave a visible thinking trace for your partner."