

THE WRITING ACADEMY®, LLC

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GRADE



Cluster 8

Your Research Capstone



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 8

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Grade 5 Cluster 8

Modules 1-4 Combined Student Workbook

Welcome, Researcher!

A note to you before we begin.

Dear Researcher,

Welcome to Cluster 8, the Grade 5 research capstone: a monthlong cumulative research paper called "How Does Change Begin?" Module 1 is Challenge and Question, our research convergence week. This month you become a researcher who does not just collect facts - you use information as evidence for an answer, not as a list of disconnected facts.

You will study two research evidence banks: "From Protest to Participation: How a Nation Changes" and "How Change Happens: Observe, Adapt, Test, and Improve." You will notice a challenge and turn it into a research question, then build Body Paragraph 1 using R-E1-E2: a Reason the paragraph proves, Evidence from a source, and an Explanation of what the evidence proves.

Remember our research HABIT: **NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK -> REVISE**. A report tells what happened. A research explanation tells what the information proves.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Response	My 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.

MOVE THE RESEARCH UP A LEVEL

"We are not adding words just to make writing longer. We are adding thinking so readers can see how the evidence works." Level 1 names a fact. Level 2 gives a general example. Level 3 uses a detail with little explanation. Level 4 explains the connection. Level 5 synthesizes evidence and evaluates consequences or revision.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

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

Symbol	Color	Evidence Type	Annotation Question
	Pastel Green	T - Time	When does this happen, and why does the timing matter?
	Pastel Purple	R - Reactions and Relationships	How do people respond or connect?
	Pastel Yellow	A - Actions	What did a person or group do?
	Pastel Yellow	C - Central People, Ideas, or Objects	What is central to the change?
	Pastel Orange	K - Key Facts	Which detail could become evidence?
	Pastel Green	S - Setting	Where does this occur, and how does that matter?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 8



M O D U L E

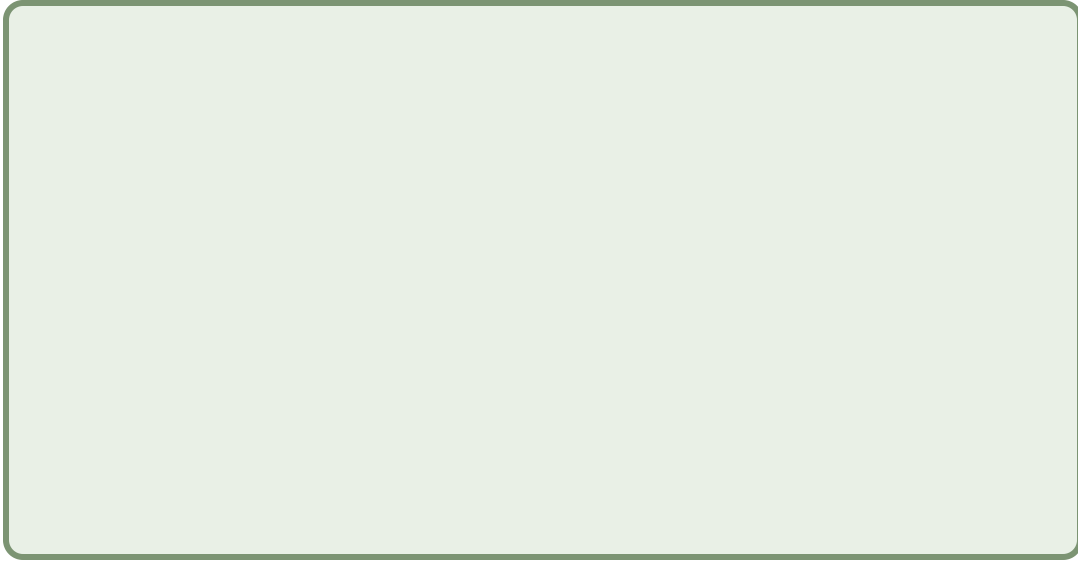


Challenge and Question

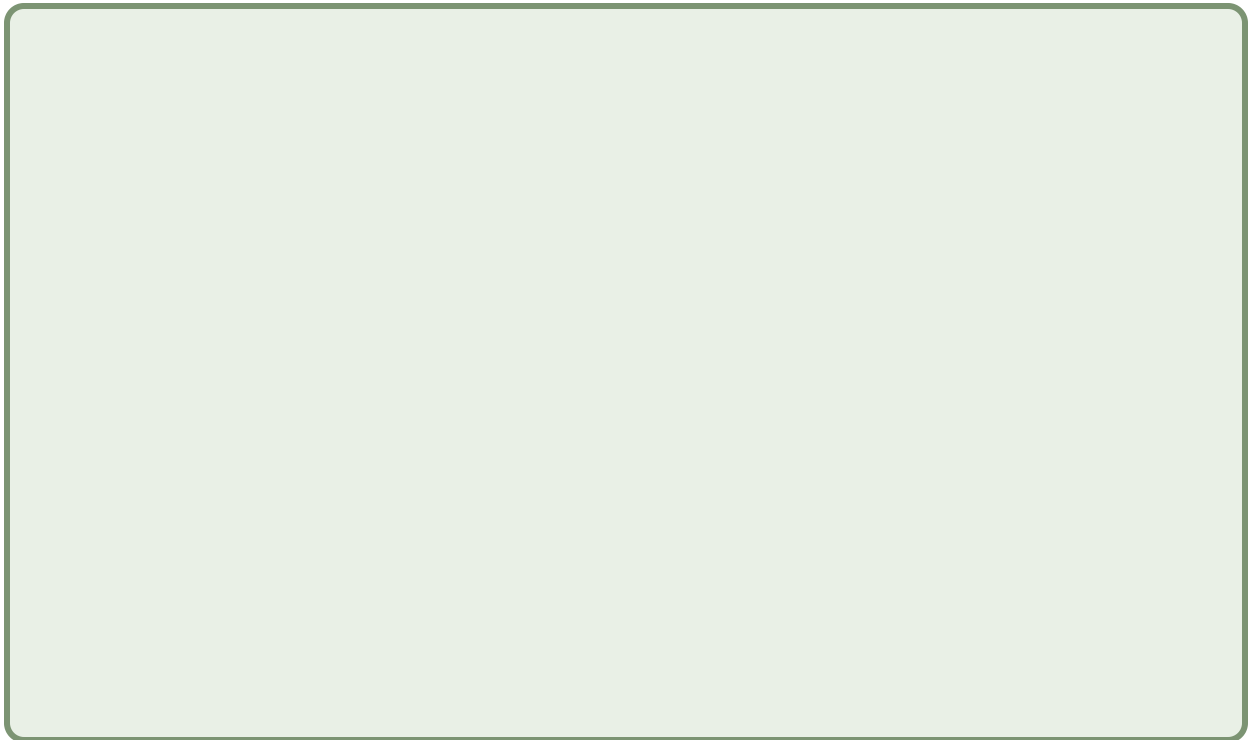
Knowing When Something Needs to Change



Pocket Practice



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



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

Why This Module Matters

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

WHY THIS MODULE MATTERS

Cluster 8 is your research capstone. Module 1 opens the investigation: notice a challenge, turn it into a research question, and gather evidence from two sources. You will treat each research source as an evidence bank, tell evidence from an assumption, and draft Body Paragraph 1 with R-E1-E2 - a Reason the paragraph proves, Evidence, and an Explanation. The big research lesson holds it all together: "Evidence is not enough. Explain what it proves!"

Essential Question

How do I know when something needs to change?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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The Standards I Am Learning - Part 1

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

TEKS 5.11(A) - Official Standard

plan a first draft for topic, purpose, and audience

HOW I SAY THE STANDARD!

I can plan my first draft by thinking about my topic, my purpose, and my audience.

TEKS 5.11(B)(i) - Official Standard

develop a focused, structured, coherent draft

HOW I SAY THE STANDARD!

I can develop a draft that is focused, organized, and easy to follow.

TEKS 5.11(B)(iv) - Official Standard

develop an engaging idea with specific facts and details

HOW I SAY THE STANDARD!

I can develop my idea with specific facts and details from my research.

TEKS 5.12(B)(i) - Official Standard

compose informational text with a clear central idea

HOW I SAY THE STANDARD!

I can write informational text with one clear central idea.

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(ii) - Official Standard

use informational genre characteristics

HOW I SAY THE STANDARD!

I can use the features of informational writing.

TEKS 5.13(A) - Official Standard

generate and clarify questions for inquiry

HOW I SAY THE STANDARD!

I can turn a challenge I notice into a clear research question.

TEKS 5.13(C) - Official Standard

identify and gather relevant information from sources

HOW I SAY THE STANDARD!

I can gather relevant information from my research sources.

TEKS 5.11(C)(iii) - Official Standard

add ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can add ideas to make my writing clearer.

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(iv) - Official Standard

delete ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can delete ideas that do not help my writing make sense.

TEKS 5.11(C)(ix) - Official Standard

combine ideas for clarity

HOW I SAY THE STANDARD!

I can combine ideas so my writing is clearer.

TEKS 5.11(D)(i) - Official Standard

edit complete simple and compound sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can edit my sentences so subjects and verbs agree.

TEKS 5.11(D)(xxii) - Official Standard

edit quotation marks in dialogue and quotations

HOW I SAY THE STANDARD!

I can edit my quotation marks correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understood what I heard by restating it, responding to it, or asking a question about it.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 3(G)(i) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics

HOW I SAY THE STANDARD!

I can share and defend my ideas in a discussion with more and more detail.

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write using both everyday words and my new vocabulary words together.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

- use the two research passages as evidence banks.
- build an R-E1-E2 explanation with source credit.
- revise my thinking when evidence asks me to reconsider.

LEARNING DESTINATION (BIG GOAL)

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

MY LAUNCHPAD PROMISE

The research part I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Notice a challenge and turn it into a question	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell evidence from an assumption	a lot / a little / new	a lot / a little / new	a lot / a little / new
Give source credit for evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write R-E1-E2	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what two sources prove together	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

action

Say it: AK-shun

What it means: something a person does

Try the frame: I can use action to explain ____.

change

Say it: CHAYNJ

What it means: make or become different

Try the frame: I can use change to explain ____.

fair

Say it: FAIR

What it means: treating people in a just way

Try the frame: I can use fair to explain ____.

law

Say it: LAW

What it means: a rule made by a government

Try the frame: I can use law to explain ____.

listen

Say it: LIS-en

What it means: pay attention to what another person says

Try the frame: I can use listen to explain ____.

Tier 1 Vocabulary - Everyday Words

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

problem

Say it: PROB-luhm

What it means: something that needs attention or a solution

Try the frame: I can use problem to explain ____.

question

Say it: KWES-chun

What it means: something asked to learn more

Try the frame: I can use question to explain ____.

result

Say it: rih-ZULT

What it means: what happens because of an action

Try the frame: I can use result to explain ____.

right

Say it: RYT

What it means: a freedom or protection people should have

Try the frame: I can use right to explain ____.

voice

Say it: VOYSS

What it means: a chance to share ideas or be heard

Try the frame: I can use voice to explain ____.

Tier 2 Vocabulary - Academic Writing Words

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

challenge

Say it: CHAL-inj

What it means: a condition that needs careful attention

Try the frame: Evidence helps me challenge ____.

claim

Say it: KLAYM

What it means: an answer or idea that needs proof

Try the frame: Evidence helps me claim ____.

conclusion

Say it: kun-KLOO-zhun

What it means: a final idea reached after thinking about evidence

Try the frame: Evidence helps me conclusion ____.

consequence

Say it: KON-suh-kwens

What it means: what happens after an action or choice

Try the frame: Evidence helps me consequence ____.

evaluate

Say it: ih-VAL-yoo-ayt

What it means: study information to make a careful judgment

Try the frame: Evidence helps me evaluate ____.

Tier 2 Vocabulary - Academic Writing Words

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

evidence

Say it: EV-uh-duhns

What it means: facts or details that support an idea

Try the frame: Evidence helps me evidence ____.

participation

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

What it means: taking part in a group or decision

Try the frame: Evidence helps me participation ____.

perspective

Say it: per-SPEK-tiv

What it means: a person's way of seeing an issue

Try the frame: Evidence helps me perspective ____.

representation

Say it: rep-rih-zen-TAY-shun

What it means: having someone speak or act for a group

Try the frame: Evidence helps me representation ____.

source

Say it: SORSS

What it means: a text, speaker, or place that provides information

Try the frame: Evidence helps me source ____.

Tier 3 Vocabulary - Passage and Framework Words

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

Abigail Adams

Say it: AB-ih-gayl AD-umz

What it means: a writer who urged leaders to remember women's rights

Try the frame: This term helps explain ____.

Bill of Rights

Say it: bil uv RYTS

What it means: the first ten amendments protecting freedoms

Try the frame: This term helps explain ____.

boycott

Say it: BOY-kot

What it means: refusing to buy or use something as a protest

Try the frame: This term helps explain ____.

consent of the governed

Say it: kun-SENT uv thuh GUV-ernd

What it means: the idea that government power comes from the people

Try the frame: This term helps explain ____.

Constitution

Say it: kon-stih-TOO-shun

What it means: the plan for the United States government

Try the frame: This term helps explain ____.

Tier 3 Vocabulary - Passage and Framework Words

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

Declaration of Independence

Say it: dek-luh-RAY-shun uv in-di-PEN-dens

What it means: the 1776 statement that the colonies would be independent

Try the frame: This term helps explain ____.

Parliament

Say it: PAR-luh-ment

What it means: the lawmaking body of Great Britain

Try the frame: This term helps explain ____.

Sons of Liberty

Say it: SUNZ uv LIB-er-tee

What it means: colonists who organized against British policies

Try the frame: This term helps explain ____.

Stamp Act

Say it: STAMP akt

What it means: a British law that placed a tax on printed paper

Try the frame: This term helps explain ____.

taxation without representation

Say it: tak-SAY-shun with-OUT rep-rih-zen-TAY-shun

What it means: being taxed without elected representatives

Try the frame: This term helps explain ____.

The Research HABIT and R-E1-E2

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

R - REASON THE PARAGRAPH PROVES

E1 - EVIDENCE

E2 - EXPLANATION

THE RESEARCH HABIT

NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK -> REVISE. Strong thinking can return to an earlier step when new evidence appears.

R-E1-E2

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

Module 1 builds Body Paragraph 1 with R-E1-E2.

SHARED BOARD PROMPT

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

TALK MOVES

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 ____."

The Two Research Lenses

Both sources move from a challenge to evidence, action, and a check of results.

TWO LENSES, ONE HABIT

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.

SOURCE-CREDIT FRAMES

- "From Protest to Participation: How a Nation Changes" explains ____.
- In "How Change Happens: Observe, Adapt, Test, and Improve," the author shows ____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Watch for These Misconceptions

An interesting detail is not automatically evidence.

COMMON MISCONCEPTIONS

Misconception	What It Sounds Like	My Fix
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."	Name what can be checked in a source.
A quotation explains itself.	"The quote proves my idea."	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.

REPORT VS. RESEARCH

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

Evidence or Assumption?

Strong researchers tell an observation from an assumption before they choose evidence.

SOURCE-BASED EXAMPLES

muddy soil • yellow leaves • a compromise • a boycott • a question about representation • a revised watering plan

Example	Evidence, Assumption, Choice, or Change?	Why?
muddy soil		
yellow leaves		
a compromise		
a boycott		
a question about representation		
a revised watering plan		

ANSWER KEY GUIDANCE

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 details could support a different claim, but they are not the most precise evidence for this one.

STUDENT SUPPORT - Another Way to Show What You Know

Justify your label with a partner using this frame: This is ___ because ___. You still choose the label and the reason.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How do I know when something needs to change?

My thinking level before we begin:

MOVE YOUR THINKING

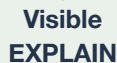
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I know something needs to change when ____ because _____. Then write your own thinking.

Say your answer first or use this starter: I know something needs to change when ___ because ___. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 1 of 19

AS YOU READ

State your research purpose first. TAP the TRACKS by marking exact evidence. Tell an observation from an assumption. Ask: What does each detail help me prove?

[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?

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 2 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 3 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 4 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 5 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 6 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 7 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 8 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 9 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 10 of 19

[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?

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 11 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 12 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 13 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 14 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 15 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 16 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 17 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 18 of 19

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank - Part 19 of 19

[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.

From Protest to Participation: How a Nation Changes - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before the American Revolution"	It fits because _____
R ■ Reactions and Relationships	"Colonists began asking why Parliament could tax them"	It fits because _____
A ▲ Actions	"Some wrote letters and newspaper articles."	It fits because _____
C ★ Central People, Ideas, or Objects	"The Declaration of Independence"	It fits because _____
K ♦ Key Facts	"taxation without representation"	It fits because _____
S ▼ Setting	"In 1787, delegates met at the Constitutional Convention."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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

Passage 2 - Change Lab Evidence Bank - Part 1 of 20

AS YOU READ

State your research purpose first. TAP the TRACKS by marking exact evidence. Tell an observation from an assumption. Ask: What does each detail help me prove?

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 2 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 3 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 4 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 5 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 6 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 7 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 8 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 9 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 10 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 11 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 12 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 13 of 20

[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

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

Passage 2 - Change Lab Evidence Bank - Part 14 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 15 of 20

[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

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

Passage 2 - Change Lab Evidence Bank - Part 16 of 20

[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

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

Passage 2 - Change Lab Evidence Bank - Part 17 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 18 of 20

[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:

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

Passage 2 - Change Lab Evidence Bank - Part 19 of 20

[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.

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

Passage 2 - Change Lab Evidence Bank - Part 20 of 20

[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.

How Change Happens: Observe, Adapt, Test, and Improve - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"At that point Kendrix faced an important choice."	It fits because _____
R ■ Reactions and Relationships	"Her original explanation did not match the new evidence."	It fits because _____
A ▲ Actions	"She chose to reconsider."	It fits because _____
C ★ Central People, Ideas, or Objects	"Kendrix's garden"	It fits because _____
K ♦ Key Facts	"NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK"	It fits because _____
S ▼ Setting	"When the Pilgrims arrived in Plymouth"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

What did someone have to notice before anything could change?

MY DAY 1 LEARNING TARGET

I will notice a challenge and turn it into a research question, then label an example evidence or assumption.

LAUNCH

Think about a time something felt unfair, unsafe, confusing, or not working. What did someone have to notice before anything could change? "Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice."

MY GATHER THINKING

The moment I noticed something needed to change:

The question that moment raised:

A STRONG RESEARCHER

"A strong researcher can name what is known and what still needs a question." A feeling may begin a question, but evidence must guide the next decision.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is difficult, name one thing you noticed and say aloud, "This made me wonder ____."

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

This week we study one part of the change process: notice a challenge, turn it into a research question.

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?

MODEL EVIDENCE AND EXPLANATION

"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

"First I name the reason I want to prove." "Next I choose a source detail that truly fits that reason." "Now I do the hardest part: I explain why the detail matters, instead of leaving the reader to guess."

DAY 1 CLOSING

A feeling may begin a question, but _____ must guide the next decision. A report tells _____. A research explanation tells _____.

Day 2 - ATTEMPT

GAME: Challenge-to-Question Match. How to play.

MY DAY 2 LEARNING TARGET

I will match a challenge to its research question and defend the match with evidence.

THE GOAL

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate." In teams, read one Challenge Card. Select the matching Question Card. Before a team may keep a match, a speaker must state: "This belongs because ____."

MATERIALS

• 10 Challenge Cards • 10 Question Cards • Game Board / Answer Key • student tracking sheet

SAMPLE MATCHES (FROM THE TEACHER KEY)

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.

BEFORE YOU CUT

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

CUT PAGE - Challenge Cards (1-4)

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

CHALLENGE 1

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

CHALLENGE 2

The garden plants looked pale and drooped.

CHALLENGE 3

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

CHALLENGE 4

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

Mirrored Backs - Challenge Cards (1-4)

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

2

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

1

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

4

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

3

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

CUT PAGE - Challenge Cards (5-8)

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

CHALLENGE 5

Delegates at the Constitutional Convention disagreed about representation.

CHALLENGE 6

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

CHALLENGE 7

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

CHALLENGE 8

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

Mirrored Backs - Challenge Cards (5-8)

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

6

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

5

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

8

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

7

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

CUT PAGE - Challenge Cards (9-10)

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

CHALLENGE 9

Colonists began with complaints about taxes but later debated independence.

CHALLENGE 10

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

Mirrored Backs - Challenge Cards (9-10)

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

10

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

9

CHALLENGE

What research question does this raise? What evidence would you need and why does it matter?

CUT PAGE - Question Cards (A-D)

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

QUESTION A

Why did taxation without representation lead to organized protest?

QUESTION B

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

QUESTION C

How can failed tests help an invention improve?

QUESTION D

How can a symbol represent both hope and difficulty?

Mirrored Backs - Question Cards (A-D)

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

B**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

A**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

D**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

C**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

CUT PAGE - Question Cards (E-H)

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

QUESTION E

How did disagreement shape the creation of the Constitution?

QUESTION F

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

QUESTION G

What evidence should citizens gather before choosing a community plan?

QUESTION H

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

Mirrored Backs - Question Cards (E-H)

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

F**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

E**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

H**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

G**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

CUT PAGE - Question Cards (I-J)

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

QUESTION I

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

QUESTION J

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

Mirrored Backs - Question Cards (I-J)

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

J**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

I**QUESTION**

Which challenge does this question investigate?
Name the source detail that answers it.

Challenge-to-Question Match - Game Board and Recording Sheet

Record each round. Say why the match fits before you write it.

ANSWER KEY - CHALLENGE TO QUESTION

Challenge	Matches Question
1. Parliament taxed colonists without representation	A
2. The garden plants looked pale and drooped	B
3. Edison's early tests failed or did not last long	C
4. Immigrants saw the Statue of Liberty as hope and hardship	D
5. Delegates disagreed about representation	E
6. The Three-Fifths Compromise helped delegates but denied enslaved people's voice	F
7. A town disagrees about how to use empty land	G
8. A community installs a stop sign and must check the result	H
9. Colonists began with tax complaints but later debated independence	I
10. A written right only matters if people understand and respect it	J

Round	Challenge #	Question Letter	This Belongs Because...	Credited Evidence
1				
2				
3				
4				
5				

NO-CUT PATHWAY

You do not have to cut the cards. Read a Challenge and a Question from the lists, write your round in the table, and explain aloud or in the last column why the match fits and what the evidence proves.

Day 3 - DISCUSS

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?

WHAT WE NOTICED

Yesterday, we learned that a strong source detail must connect to a reason. A report tells what happened. A research explanation tells what the information proves.

MY DISCUSSION NOTES

A source detail that gave strong evidence:

Why it matters:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This detail matters because _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

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

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

R - REASON THE PARAGRAPH PROVES ›

E1 - EVIDENCE ›

E2 - EXPLANATION

R-E1-E2 MODEL (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.

PLAN MY PARAGRAPH

R - my reason:

E1 - my evidence from a source (with source credit):

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Body Paragraph 1 - Draft Space

Write R, one E1 from each source, and developed E2 thinking. Include one quotation or quoted phrase and one paraphrase.

SUCCESS CHECK

- ☐ States the module reason or a focused claim ☐ E1 with source credit from each passage
- ☐ One direct quotation or quoted phrase and one paraphrase ☐ Multiple E2 sentences that answer "What does this evidence prove?"
- ☐ Credits both "From Protest to Participation" and "How Change Happens"

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1 Conventions Sweep

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

COPY ONE SENTENCE FROM YOUR BODY PARAGRAPH

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree?
2. Add, delete, or combine ideas for coherence and clarity.
3. Capitalize proper nouns like Parliament, Constitution, and Kendrix.
4. Check your quotation marks in any dialogue or quotation.
5. Check spelling patterns and high-frequency words. Confirm every source is credited.

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

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

MY DAY 4 LEARNING TARGET

I will award myself for an exact research move I can prove I made, then target one precise next step.

AWARD EVIDENCE

Complete: "I found strong evidence when ____." "I explained my evidence well when ____." "I connected two sources when ____." A specific strength helps you repeat the HABIT tomorrow.

MY AWARD

One research decision I am proud of is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Growth

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

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?

BUILD A PRECISE TARGET

My next research goal is _____ because

I will revise the exact place in my paragraph where

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN / EDUCATE

Teach the big idea before you list the details.

MY DAY 5 LEARNING TARGET

I will teach the big idea, my source, and what it proves - not just list what happened.

PRESENTATION TASK

Share one evidence-based explanation through a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit.

STUDENT PRESENTATION FRAME

"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 _____."

MY PRESENTATION NOTES

The challenge or action was:

My research question or claim was:

One source showed:

This evidence matters because:

AUDIENCE FEEDBACK

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

Study the Exemplars

Compare a Low, Medium, and High response to the same prompt.

LOW EXEMPLAR

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

What Needs Improvement: 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: Has a clear claim and examples, but needs more explanation of why the evidence matters and how the sources connect.

HIGH EXEMPLAR

See the full model on the Body Paragraph 1 planning page.

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.

Auditory Engagement - Say the Research Structure

Chant the structure, then answer the call and response.

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."

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!"

PAUSE POINTS

- **Before choosing evidence:** Does this detail prove my reason, or is it only interesting?
- **Before writing E2:** Have I told the reader what the detail means and why it matters?
- **Before sharing:** Did I name my source, explain my evidence, and consider what should happen next?

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain how a challenge becomes a research question that guides evidence gathering.

MY THINKING NOW

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

How do I know when something needs to change?

WHAT CHANGED?

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

My research thinking grew because

My thinking level now:

MOVE YOUR THINKING



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MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Notice a challenge and turn it into a question	☐	☐	☐
Tell evidence from an assumption	☐	☐	☐
Give source credit for my evidence	☐	☐	☐
Write R-E1-E2	☐	☐	☐
Explain what two sources prove together	☐	☐	☐

Additional Writing Opportunity - Quick Write

Write a new explanation sentence that begins, "This evidence matters because ..."

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.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse your sentence aloud once before you write it. You still choose the wording and the connection.

Ready to Stretch? Take Your Thinking Further!

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

Source Note Practice Book

Use the source title, record an accurate detail, then explain how it could answer a question about change.

Source	Accurate Detail to Investigate	Question, Source Credit, and Explanation
"From Protest to Participation..."	questions about fairness, voice, rights, government power, and citizenship	
"How Change Happens..."	something about the current situation is not working	
"From Protest to Participation..."	colonists questioned why Parliament could tax them without elected representatives	
"How Change Happens..."	Kendrix's garden became worse after more watering	
"How Change Happens..."	muddy soil and yellow leaves gave evidence that more water was not the best solution	
Change Lab	Edison's workers tested different materials and used failed tests as information	
"How Change Happens..."	the Three-Fifths Compromise helped delegates move forward while enslaved people remained without freedom or political voice	
"From Protest to Participation..."	immigrants could see the Statue of Liberty as hope while facing language barriers and difficult working conditions	

STUDENT SUPPORT - Another Way to Show What You Know

Do not copy a detail without writing what it may prove. Point to the source title list if you need a starting word.

Ready to Stretch? Take Your Thinking Further!

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

Module 1 Research Writing Rubric

Four scoring areas. Strong, Developing, Beginning, Not Demonstrated.

Scoring Area	3 - Strong	2 - Developing	1 - Beginning
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.
Evidence and Explanation	Uses accurate source evidence, credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.
Organization	Uses R-E1-E2 or the module structure coherently.	Structure is mostly clear.	Ideas may be disconnected.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.

WHAT WILL BE COLLECTED

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

Check the Learning

An embedded check on evidence and explanation, plus an exit ticket.

EMBEDDED CHECK

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. 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

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

READY TO STRETCH? - Evidence Curator Challenge

Compare two possible details for the same reason.

CHALLENGE

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.

BUILD THE CURATOR LABEL

Detail 1 and its source:

Detail 2 and its source:

Which detail is stronger for my reason, which audience it helps, and what new question remains:

PERSPECTIVE EXTENSION

Name whose opportunity and whose loss a researcher would need to examine, without inventing evidence beyond the source.

MOVE YOUR THINKING



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EXTEND

Portfolio Evidence + Closing Reflection

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

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

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

"This month, you did not just collect facts. You studied change." Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed. 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

One research HABIT I will carry forward is ____ because ____.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I know when something needs to change?

My Answer

I look for signs that something is not working or is not fair. I gather evidence from more than one source before I decide, because one clue is not enough. When the evidence keeps showing the same real problem, I know it is time to ask questions and think about a change.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the sign: I noticed _____. The evidence that shows a problem is _____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 8



M O D U L E

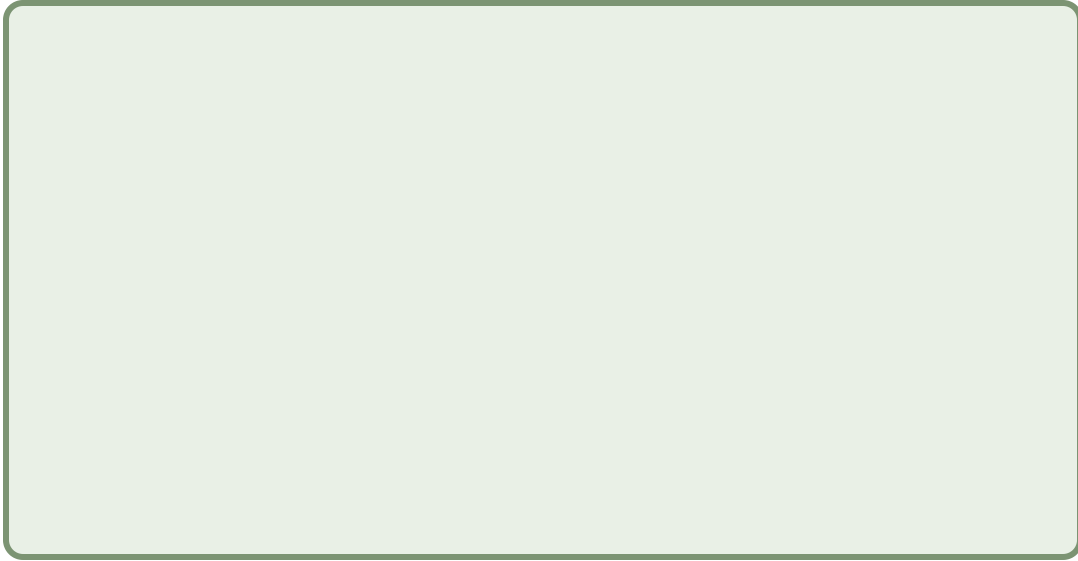


Evidence and Choice

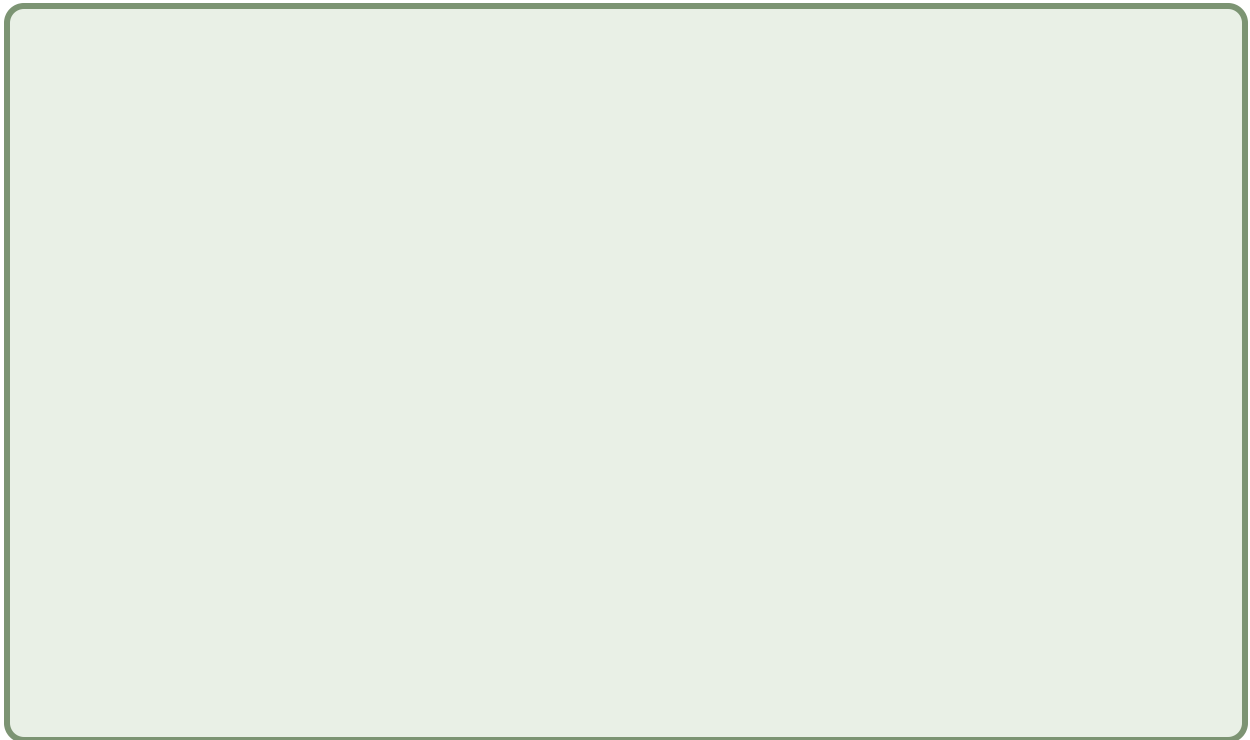
How Evidence Helps Us Make Stronger Choices



Pocket Practice



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



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

Why This Module Matters

Evidence helps people choose more responsibly - it is not just a pile of facts.

WHY THIS MODULE MATTERS

Strong change depends on gathering and comparing evidence before people choose what to do. "From Protest to Participation" shows colonists moving from a question - "Why does Parliament tax us without our consent?" - to organized evidence-based action. "How Change Happens" shows Kendrix reconsidering her garden plan when the soil and leaves gave her new evidence, and Edison's workers turning failed tests into information. This week you learn that an interesting detail is not automatically evidence, and that a quotation does not explain itself - you must explain what it proves.

Essential Question

How do I use evidence to make a stronger choice?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(A) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my research writing before I draft, picking the right genre for my topic and reader.

TEKS 5.11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my research with a clear introduction.

TEKS 5.11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details

HOW I SAY THE STANDARD!

I can develop my research idea with specific facts and details from my sources.

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(i) - Official Standard

compose informational texts, including brief compositions, that convey information about a topic using a clear central idea

HOW I SAY THE STANDARD!

I can write informational research with one clear central idea.

TEKS 5.12(B)(ii) - Official Standard

compose informational texts using genre characteristics and craft

HOW I SAY THE STANDARD!

I can use the parts an informational research paper needs.

TEKS 5.13(A) - Official Standard

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

HOW I SAY THE STANDARD!

I can ask and clarify good research questions.

TEKS 5.13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather relevant evidence from more than one source.

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(iii) - Official Standard

revise drafts to improve coherence and clarity by adding ideas

HOW I SAY THE STANDARD!

I can add ideas to make my research clearer.

TEKS 5.11(C)(iv) - Official Standard

revise drafts to improve coherence and clarity by deleting ideas

HOW I SAY THE STANDARD!

I can delete ideas that do not help prove my reason.

TEKS 5.11(C)(ix) - Official Standard

revise drafts to improve coherence and clarity by combining ideas

HOW I SAY THE STANDARD!

I can combine ideas so my research reads clearly.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can write complete sentences with subject-verb agreement.

TEKS 5.11(D)(xxii) - Official Standard

edit drafts using standard English conventions, including quotation marks in dialogue and in quotations from a source

HOW I SAY THE STANDARD!

I can use quotation marks correctly around a direct quotation.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

listen to and derive meaning from a variety of media by using background knowledge and requesting clarification

HOW I SAY THE STANDARD!

I can listen and restate a partner's evidence, then ask for clarification if I need it.

ELPS 2(E)(i) - Official Standard

employ increasingly complex spoken language to explain and justify responses with increasing specificity

HOW I SAY THE STANDARD!

I can defend a source detail with increasing detail and precision.

ELPS 3(G)(i) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using complex sentences

HOW I SAY THE STANDARD!

I can explain why a source detail fits, using a complete sentence.

ELPS 4(C)(i) - Official Standard

develop content-area vocabulary and use it to build meaning while reading

HOW I SAY THE STANDARD!

I can use research vocabulary to help me understand my sources.

ELPS 4(F)(ix) - Official Standard

use visual and contextual support to read and comprehend grade-appropriate content-area text

HOW I SAY THE STANDARD!

I can use context to understand a source detail and explain what it proves.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

- use the two research passages as evidence banks.
- build an R-E1-E2 explanation with source credit.
- revise my thinking when evidence asks me to reconsider.

LEARNING DESTINATION

I will use relevant, credited evidence to explain that evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly.

MY LAUNCHPAD PROMISE

The research move I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Gather and compare evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell evidence from assumption	a lot / a little / new	a lot / a little / new	a lot / a little / new
Defend a match in Evidence Court	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what evidence proves (E2)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise my thinking when evidence asks me to	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

better

Say it: BET-er

What it means: more helpful or effective

Try the frame: I can use better to explain ____.

check

Say it: CHEK

What it means: look carefully to see what happened

Try the frame: I can use check to explain ____.

choose

Say it: CHOOZ

What it means: pick after thinking carefully

Try the frame: I can use choose to explain ____.

compare

Say it: kum-PAIR

What it means: look for what is alike and different

Try the frame: I can use compare to explain ____.

decide

Say it: dih-SYDE

What it means: make a choice

Try the frame: I can use decide to explain ____.

Tier 1 Vocabulary

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

gather

Say it: GATH-er

What it means: collect useful information

Try the frame: I can use gather to explain ____.

listen

Say it: LIS-en

What it means: pay attention to another idea

Try the frame: I can use listen to explain ____.

reason

Say it: REE-zun

What it means: a why behind an idea

Try the frame: I can use reason to explain ____.

test

Say it: TEST

What it means: try something to learn from the result

Try the frame: I can use test to explain ____.

wrong

Say it: RAWNG

What it means: not matching the evidence

Try the frame: I can use wrong to explain ____.

Tier 2 Vocabulary

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

assumption

Say it: uh-SUMP-shun

What it means: an idea accepted before enough proof is gathered

Try the frame: Evidence helps me assumption ____.

compare

Say it: kum-PAIR

What it means: study similarities and differences

Try the frame: Evidence helps me compare ____.

evaluate

Say it: ih-VAL-yoo-ayt

What it means: make a careful judgment using information

Try the frame: Evidence helps me evaluate ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: thinking about what evidence means

Try the frame: Evidence helps me explanation ____.

judgment

Say it: JUJ-ment

What it means: a decision based on careful thinking

Try the frame: Evidence helps me judgment ____.

Tier 2 Vocabulary

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

observation

Say it: ob-zer-VAY-shun

What it means: something noticed carefully

Try the frame: Evidence helps me observation ____.

option

Say it: OP-shun

What it means: one possible choice

Try the frame: Evidence helps me option ____.

reasoning

Say it: REE-zun-ing

What it means: the thinking that connects evidence to a choice

Try the frame: Evidence helps me reasoning ____.

reliable

Say it: rih-LY-uh-bul

What it means: worthy of trust because it can be checked

Try the frame: Evidence helps me reliable ____.

viewpoint

Say it: VYOO-point

What it means: a person's way of seeing an issue

Try the frame: Evidence helps me viewpoint ____.

Tier 3 Vocabulary

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

consent of the governed

Say it: kun-SENT uv thuh GUV-ernd

What it means: the idea that government power comes from the people

Try the frame: This term helps explain ____.

Constitutional Convention

Say it: kon-stih-TOO-shuh-nuhl kuhn-VEN-shuhn

What it means: the meeting where delegates designed a new government

Try the frame: This term helps explain ____.

Ellis Island

Say it: EL-is EYE-lund

What it means: a place where many immigrants arrived in the United States

Try the frame: This term helps explain ____.

evidence-based thinking

Say it: EV-uh-dens bayst THINK-ing

What it means: using evidence instead of guessing

Try the frame: This term helps explain ____.

immigrants

Say it: IM-ih-grunts

What it means: people who move to a new country

Try the frame: This term helps explain ____.

Tier 3 Vocabulary

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

natural rights

Say it: NATCH-er-uhl RYTS

What it means: rights people are understood to have

Try the frame: This term helps explain ____.

observation record

Say it: ob-zur-VAY-shun REK-erd

What it means: notes about what was seen or measured

Try the frame: This term helps explain ____.

representation

Say it: rep-rih-zen-TAY-shun

What it means: having someone speak for a group

Try the frame: This term helps explain ____.

Statue of Liberty

Say it: STAT-yoo uv LIB-er-tee

What it means: a symbol seen by many arriving immigrants

Try the frame: This term helps explain ____.

Three-Fifths Compromise

Say it: three FIFTHS KOM-pruh-myz

What it means: an unjust agreement about representation

Try the frame: This term helps explain ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Report or Research? Evidence Must Prove an Answer

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

AN INTERESTING DETAIL IS NOT AUTOMATICALLY EVIDENCE

I liked this fact, so I used it - that is not enough. Ask: How does it help prove the reason?

AN ASSUMPTION IS NOT THE SAME AS AN OBSERVATION

I think it happened, so it is proof - that is a misconception. Name what can actually be checked in a source.

A QUOTATION DOES NOT EXPLAIN ITSELF

The quote proves my idea - is not enough by itself. Explain what the quoted words mean and why they matter.

CHANGE IS NOT AUTOMATICALLY IMPROVEMENT

Something changed, so it was better - is not always true. Ask who benefited, who was harmed, and what happened next.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Research HABIT

The arrows remind us that strong thinking can return to an earlier step when new evidence appears.

NOTICE ›

QUESTION ›

GATHER ›

COMPARE ›

DECIDE ›

ACT ›

CHECK ›

REVISE

THE PATTERN OF CHANGE

NOTICE	Something needs attention.
QUESTION	Why is this happening?
GATHER	What information or evidence can we find?
COMPARE	Do different sources or observations agree?
DECIDE	What action seems best supported?
ACT	Try the solution.
CHECK	What happened afterward?
REVISE	If the outcome is not what was expected, change the plan.

PROGRESS IS NOT JUST CHANGE

Something can change without improving. Do not ask only, "What changed?" Ask, "Was the change an improvement, and improvement for whom?"

STUDENT SUPPORT - Another Way to Show What You Know

Point to the step you are using right now before you gather your next piece of evidence.

Ready to Stretch? Take Your Thinking Further!

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

Writing Structure: R-E1-E2

The same structure builds every body paragraph this month.

Part	Meaning
R	The reason the paragraph proves.
E1	Evidence from a source, with source credit.
E2	Explanation of what the evidence proves.

MODEL R

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

MODEL E1 AND E2

"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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will use relevant, credited evidence to explain that evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly.

SUCCESS CRITERIA

- I state my reason exactly.
- I use evidence from at least two sources.
- I include one direct quotation or quoted phrase and one paraphrase.
- I credit both sources and write multiple E2 sentences that explain what the evidence proves.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does evidence help people make stronger choices?

MOVE YOUR THINKING

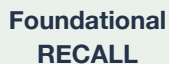
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know
Say your answer first, then write your own thinking.

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

From Protest to Participation: How a Nation Changes

Passage - Civic Research Evidence Bank • Part 1 of 19

AS YOU READ

This passage is a RESEARCH SOURCE - an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT. TAP the TRACKS. Ask, "Is this evidence, or is this an assumption?" and, "What does this help me prove?"

[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?

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 2 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 3 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 4 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 5 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 6 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 7 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 8 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 9 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 10 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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?

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 11 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 12 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 13 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 14 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 15 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 16 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 17 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

- [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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 18 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 19 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

[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.

From Protest to Participation: How a Nation Changes - TRACKS Evidence Hunt

Verbally explain why each exact clue fits, then decide whether it is evidence or an assumption.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before the American Revolution"	It fits because _____
R ■ Reactions	"Colonists began asking why Parliament could tax them"	It fits because _____
A ▲ Actions	"Some wrote letters and newspaper articles."	It fits because _____
C ★ Character, Concept, Creature	"The Declaration of Independence"	It fits because _____
K ♦ Key Knowledge	"taxation without representation"	It fits because _____
S ▼ Scenery / Setting	"In 1787, delegates met at the Constitutional Convention."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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

Passage - Civic/Scientific Research Evidence Bank • Part 1 of 19

AS YOU READ

This passage is a RESEARCH SOURCE - an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT. TAP the TRACKS. Ask, "Is this evidence, or is this an assumption?" and, "What does this help me prove?"

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 2 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 3 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 4 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 5 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 6 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 7 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 8 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 9 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 10 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 11 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 12 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 13 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 14 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 15 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 16 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 17 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 18 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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:

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 19 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

[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.

How Change Happens: Observe, Adapt, Test, and Improve - TRACKS Evidence Hunt

Verbally explain why each exact clue fits, then decide whether it is evidence or an assumption.

TRACKS	Exact Evidence	Why It Fits
T • Time	"At that point Kendrix faced an important choice."	It fits because _____
R ■ Reactions	"Her original explanation did not match the new evidence."	It fits because _____
A ▲ Actions	"She chose to reconsider."	It fits because _____
C ★ Character, Concept, Creature	"Kendrix's garden"	It fits because _____
K ♦ Key Knowledge	"NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK"	It fits because _____
S ▼ Scenery / Setting	"When the Pilgrims arrived in Plymouth"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Low, Medium, and High Exemplars

Use these source-grounded samples to tell a retell from evidence-based thinking.

LOW EXEMPLAR

Evidence is important. Kendrix used evidence. Edison used evidence. Evidence helps people.

What Needs Improvement: Name examples with precise source credit, and 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 passage 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.

Day 1 - GATHER: Evidence or Assumption?

A student sees a drooping plant. Should she water it more?

MY DAY 1 LEARNING TARGET

I will restate a challenge and label a source-based example as evidence, an assumption, a choice, a change, or an improvement question.

DAILY DECK (M2-1)

A student sees a drooping plant. Should she water it more?

A. Yes. B. No. C. Maybe, but she needs more evidence.

TEACHER SAYS

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

WHAT MAKES A STRONG DETAIL?

An interesting detail is not automatically evidence. An assumption is not the same as an observation. A quotation does not explain itself. Change is not automatically improvement.

STUDENT SUPPORT - Another Way to Show What You Know

Point to one detail on this page and say whether it is evidence or an assumption, and why.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: A Feeling May Begin a Question

Evidence must guide the next decision.

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 SAYS

"This week we are studying one part of the change process: gather and compare evidence before choosing what to do."

CHECK FOR UNDERSTANDING

Label each as evidence, assumption, choice, change, or improvement question: muddy soil; yellow leaves; a compromise; a boycott; a question about representation; a revised watering plan.

STUDENT SUPPORT - Another Way to Show What You Know

Justify your label with a partner using: This is ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

Evidence Court - How to Play

Match the source-based card to the question it helps answer, then defend it.

MY DAY 2 LEARNING TARGET

I will defend why a source detail fits its matching question or consequence in Evidence Court.

HOW TO PLAY

1. In teams, read one Source-Based Card.
2. Select the best matching Response Card (a research question, evidence detail, or consequence).
3. Before your team may keep a match, a speaker must state: "This belongs because ____."
4. Check the answer key, then read the "Why It Fits" explanation aloud.

TEACHER SAYS

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

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

QUICK CHECK

Did we explain the connection out loud before keeping the match? Could we say the same match a different way?

STUDENT SUPPORT - Another Way to Show What You Know

No cards cut? Point to each card in the book, name its number, and record the same complete match on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Evidence Court Cards

Dashed lines mean CUT. Cut every card, then mix the Source-Based and Response cards together.

SOURCE-BASED Colonists had no elected representatives in Parliament.	RESPONSE Why did taxation without representation lead to organized protest?
SOURCE-BASED Kendrix's soil became muddy and leaves turned yellow.	RESPONSE What evidence showed that more water was not the best solution?
SOURCE-BASED Edison's early tests failed or did not last long.	RESPONSE How can failed tests help an invention improve?
SOURCE-BASED The Three-Fifths Compromise helped delegates continue.	RESPONSE Who benefited, who was harmed, and whose voice was missing?
SOURCE-BASED Immigrants saw the Statue of Liberty as hope and faced hardship.	RESPONSE How can a symbol represent both hope and difficulty?

Evidence Court - Mirrored Card Backs

These backs mirror the card positions for duplex printing.

EC EVIDENCE COURT Response card	EC EVIDENCE COURT Source-Based card
EC EVIDENCE COURT Response card	EC EVIDENCE COURT Source-Based card
EC EVIDENCE COURT Response card	EC EVIDENCE COURT Source-Based card
EC EVIDENCE COURT Response card	EC EVIDENCE COURT Source-Based card
EC EVIDENCE COURT Response card	EC EVIDENCE COURT Source-Based card

Evidence Court - Answer Key and Recording

Check the match, then explain why it fits.

ANSWER KEY - 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.

MY RECORDING

My strongest match: _____

This belongs because

STUDENT SUPPORT - Another Way to Show What You Know

Say the match aloud before recording. You still choose the explanation in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

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

- 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?
- Why does a quotation need an explanation instead of standing alone?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: A strong source detail must connect to a reason because ____.

Ready to Stretch? Take Your Thinking Further!

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

R-E1-E2 Planning Sequence

Plan before you draft Body Paragraph 2.

SIX STEPS

- | | |
|---|---|
| 1 | Copy the model R exactly. |
| 2 | Select and credit one E1 from "From Protest to Participation." |
| 3 | Write several E2 sentences: What does it mean? Why does it matter? How does it prove the R? |
| 4 | Select and credit a second E1 from "How Change Happens." |
| 5 | Develop the second E2 and connect the two examples. |
| 6 | Check that one E1 is a direct quotation or quoted phrase and one is a paraphrase. |

MODEL R

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Body Paragraph 2 - Evidence Plan

Two credited sources: one quotation and one paraphrase.

MY R (copy the model R exactly)

E1 #1 - "From Protest to Participation: How a Nation Changes"

Source detail (Q or paraphrase):

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

E1 #2 - "How Change Happens: Observe, Adapt, Test, and Improve"

Source detail (Q or paraphrase):

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

STUDENT SUPPORT - Another Way to Show What You Know

Point to your quotation, your paraphrase, and your source credit before you draft.

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Edit with standard English conventions.

READ

Kendrix checked the soil, and it told her the plan needed to change. Colonists wrote letters and signed petitions across many colonies.

1. Label one proper noun.
2. Check that a simple sentence has subject-verb agreement.
3. Combine two short sentences into one clear sentence.
4. Check the quotation marks around a direct quotation.

TRANSFER TO MY PARAGRAPH

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own research.

MY DAY 4 LEARNING TARGET

I will award a specific research strength and target one precise place to make the evidence-to-reason connection clearer.

CHOOSE

- I found strong evidence when ____.
- I explained my evidence well when ____.
- I connected two sources when ____.

MY AWARD

I award myself a strength for the evidence-based move

My proof is on page ____:

REVISION ROUTINE

1. Underline the R. 2. Box source credit and mark quotation or paraphrase above each E1. 3. Draw an arrow from each E1 to its E2. 4. Star the sentence that best explains why the evidence matters.

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest E2 before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

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

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?

MY TARGET

My next research goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Compare an immediate change with whether that change was truly an improvement. Explain who benefited and who was harmed.

Day 5 - EXPLAIN and EDUCATE

Teach the big idea before you list the details.

MY DAY 5 LEARNING TARGET

I will present a clear source-based explanation and name what makes it work.

PRESENTATION FRAME

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 _____.

PRESENTATION TASK

Share one evidence-based explanation through a Question Gallery, Evidence Court presentation, or a short oral explanation.

AUDIENCE FEEDBACK

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Explain why an interesting detail is not automatically evidence.

MY THINKING NOW

Answer the module question again.

How does evidence help people make stronger choices?

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Show what you know four ways.

SOURCE LABELING

Did I correctly label a detail as evidence or an assumption?

EVIDENCE COURT

Did I defend my match with "This belongs because ____"?

WRITTEN - Body Paragraph 2

Are my R, my two E1s, and my E2 sentences all visible?

ORAL EXPLANATION

Can I explain why my evidence proves my reason?

STUDENT SUPPORT - Another Way to Show What You Know

Choose one of the four ways to show your learning, then point to the proof.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing Opportunity - One Detail, Two Time Scales

Write a short R-E1-E2 response that separates the immediate result from whether it was an improvement.

CHOOSE ONE CASE

- taxation without representation and colonial protest
- the Three-Fifths Compromise
- the Bill of Rights
- Kendrix's garden
- Edison's workshop tests

REQUIRED

- identify the challenge and the evidence-based choice
- include one credited quotation or paraphrase
- explain what changed immediately
- explain whether the change was truly an improvement, and for whom
- end by answering, "What does this help me prove?"

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Plan My Research Response

Gather evidence and explain what it shows.

CHALLENGE OR CONDITION

CREDITED EVIDENCE (quotation or paraphrase)

IMMEDIATE RESULT

WAS IT AN IMPROVEMENT? FOR WHOM?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Research Draft - Page 1

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

DRAFTING FOCUS

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

[illegible]

Research Draft - Page 2

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

DRAFTING FOCUS

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

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

- ☐ model R stated exactly
- ☐ add an idea for clarity
- ☐ delete an idea that does not help prove my reason
- ☐ combine two ideas for clarity

EDIT

- ☐ subject-verb agreement
- ☐ proper noun
- ☐ quotation marks around a direct quotation
- ☐ spelling

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Whose Voice Was Missing?

Build research thinking that reaches beyond a first result.

WHO BENEFITED, WHO WAS HARMED?

Using either passage, compare who benefited from a decision with who was harmed or left without a voice. Explain why researchers ask both questions.

REVISING WHEN EVIDENCE DEMANDS IT

Explain why changing your mind after new evidence is a strength, not a weakness. Use Kendrix or Edison's workers as your example.

CIVIC AND SCIENTIFIC EVIDENCE TOGETHER

Connect one detail from "From Protest to Participation" with one detail from "How Change Happens." Explain what both details teach about deciding what to do.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

Evidence helps people compare explanations, avoid weak assumptions, understand different viewpoints, and choose actions more responsibly. A change is not automatically an improvement - researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next. That is why, in your research, every fact must earn its place by helping prove that connection.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I use evidence to make a stronger choice?

My Answer

I do not decide from just one fact. I collect evidence from different sources, check whether they agree, and name what each source can and cannot tell me. Then I choose the answer the strongest evidence supports, and I can explain why my evidence backs it up.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the evidence: My best evidence is ____, and it points to the choice ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 8



M O D U L E

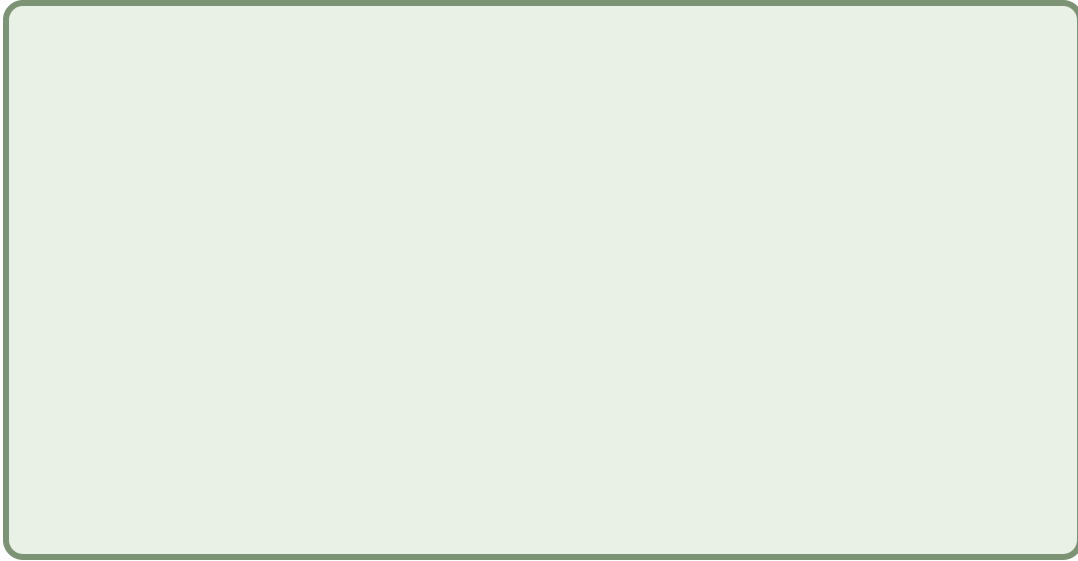


Action, Consequence, and Revision

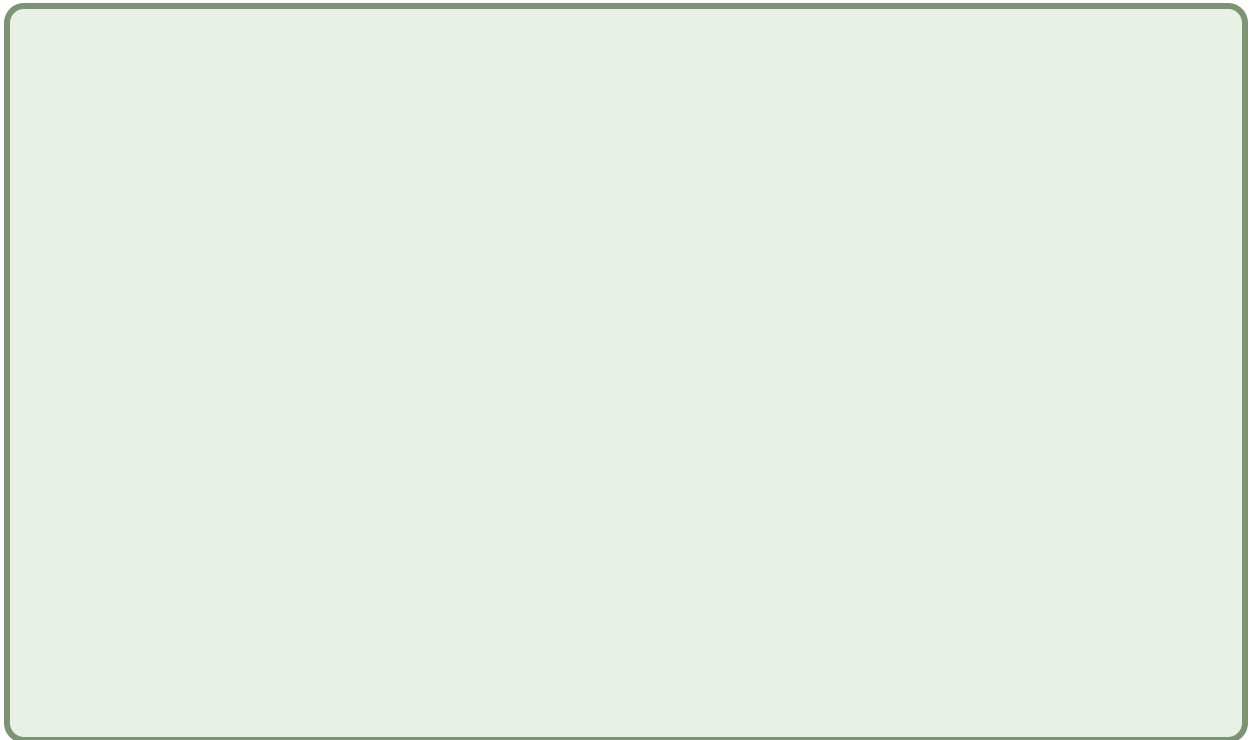
Deciding If a Change Is an Improvement



Pocket Practice



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



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

Why This Module Matters

A change is not automatically an improvement - researchers must check.

WHY THIS MODULE MATTERS

Strong research does not stop at "something changed." "From Protest to Participation" shows that a compromise can solve one problem and create another - the Three-Fifths Compromise helped delegates finish the Constitution, but it did not solve the injustice of slavery. "How Change Happens" shows that a solution such as a new stop sign still needs to be checked: did traffic slow, or did drivers simply take a different street? This week you learn that change is not automatically improvement, and that researchers must ask who benefited, who was harmed, whose voice was missing, and whether the plan needs revision.

Essential Question

How do I decide if a change really made things better?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(A) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my research writing before I draft, thinking about my topic, purpose, and reader.

TEKS 5.11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my research paragraph with a clear reason at the start.

TEKS 5.11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details

HOW I SAY THE STANDARD!

I can develop my research idea with specific, credited evidence and a clear explanation.

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(i) - Official Standard

compose informational texts, including brief compositions, that convey information about a topic using a clear central idea

HOW I SAY THE STANDARD!

I can write informational research with one clear central idea about whether a change was an improvement.

TEKS 5.12(B)(ii) - Official Standard

compose informational texts using genre characteristics and craft

HOW I SAY THE STANDARD!

I can use the parts an informational research paragraph needs.

TEKS 5.13(A) - Official Standard

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

HOW I SAY THE STANDARD!

I can ask and clarify a research question about a consequence.

TEKS 5.13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather relevant evidence from more than one source to check a consequence.

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(iii) - Official Standard

revise drafts to improve coherence and clarity by adding ideas

HOW I SAY THE STANDARD!

I can add ideas to make my research explanation clearer.

TEKS 5.11(C)(iv) - Official Standard

revise drafts to improve coherence and clarity by deleting ideas

HOW I SAY THE STANDARD!

I can delete ideas that do not help prove my reason.

TEKS 5.11(C)(ix) - Official Standard

revise drafts to improve coherence and clarity by combining ideas

HOW I SAY THE STANDARD!

I can combine ideas so my research reads clearly.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can write complete sentences with subject-verb agreement.

TEKS 5.11(D)(xxii) - Official Standard

edit drafts using standard English conventions, including quotation marks in dialogue and in quotations from a source

HOW I SAY THE STANDARD!

I can use quotation marks correctly around a direct quotation from a source.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

listen to and derive meaning from a variety of media by using background knowledge and requesting clarification

HOW I SAY THE STANDARD!

I can listen and restate a partner's evidence, then ask for clarification if I need it.

ELPS 2(E)(i) - Official Standard

employ increasingly complex spoken language to explain and justify responses with increasing specificity

HOW I SAY THE STANDARD!

I can defend a source detail with increasing detail and precision.

ELPS 3(G)(i) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using complex sentences

HOW I SAY THE STANDARD!

I can explain why a source detail fits, using a complete sentence.

ELPS 4(C)(i) - Official Standard

develop content-area vocabulary and use it to build meaning while reading

HOW I SAY THE STANDARD!

I can use research vocabulary to help me understand my sources.

ELPS 4(F)(ix) - Official Standard

use visual and contextual support to read and comprehend grade-appropriate content-area text

HOW I SAY THE STANDARD!

I can use context to understand a source detail and explain what it proves.

My Module 3 Learning Launchpad

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

I CAN

- check consequences before deciding whether a change was an improvement.
- identify a precise source detail that supports my thinking.
- explain what evidence proves rather than only repeat it.

I WILL

- use the two research passages as evidence banks.
- build an R-E1-E2 explanation with source credit.
- revise my thinking when evidence asks me to reconsider.

LEARNING DESTINATION

I will use relevant, credited evidence to explain that researchers decide whether change improved the situation by checking consequences, asking who was affected, comparing viewpoints, and deciding whether the plan needs revision.

MY LAUNCHPAD PROMISE

The research move I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Check consequences before deciding whether a change was an improvement	a lot / a little / new	a lot / a little / new	a lot / a little / new
Defend a match in Impact Investigator	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write an R-E1-E2 explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name a strength and a precise next step	a lot / a little / new	a lot / a little / new	a lot / a little / new
Teach how evidence supports my thinking	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

act

Say it: AKT

What it means: do something

Try the frame: I can use act to explain ____.

after

Say it: AF-ter

What it means: later than an action

Try the frame: I can use after to explain ____.

change

Say it: CHAYNJ

What it means: make or become different

Try the frame: I can use change to explain ____.

check

Say it: CHEK

What it means: look to see what happened

Try the frame: I can use check to explain ____.

fair

Say it: FAIR

What it means: just and equal

Try the frame: I can use fair to explain ____.

Tier 1 Vocabulary

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

group

Say it: GROOP

What it means: people connected in some way

Try the frame: I can use group to explain ____.

harm

Say it: HAHRM

What it means: hurt or damage

Try the frame: I can use harm to explain ____.

help

Say it: HELP

What it means: make something better

Try the frame: I can use help to explain ____.

learn

Say it: LURN

What it means: gain understanding

Try the frame: I can use learn to explain ____.

voice

Say it: VOYSS

What it means: a chance to be heard

Try the frame: I can use voice to explain ____.

Tier 2 Vocabulary

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

affected

Say it: uh-FEK-tid

What it means: changed or influenced by something

Try the frame: Evidence helps me affected ____.

benefit

Say it: BEN-uh-fit

What it means: a helpful result

Try the frame: Evidence helps me benefit ____.

consequence

Say it: KON-suh-kwens

What it means: what happens after an action

Try the frame: Evidence helps me consequence ____.

evaluate

Say it: ih-VAL-yoo-ayt

What it means: judge carefully using evidence

Try the frame: Evidence helps me evaluate ____.

harmful

Say it: HAHRM-ful

What it means: causing hurt or damage

Try the frame: Evidence helps me harmful ____.

Tier 2 Vocabulary

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

impact

Say it: IM-pakt

What it means: a strong effect

Try the frame: Evidence helps me impact ____.

improvement

Say it: im-PROOV-ment

What it means: a change that makes something better

Try the frame: Evidence helps me improvement ____.

outcome

Say it: OWT-kum

What it means: the result of an action

Try the frame: Evidence helps me outcome ____.

revise

Say it: rih-VYZ

What it means: change a plan or writing to improve it

Try the frame: Evidence helps me revise ____.

unintended

Say it: un-in-TEN-did

What it means: not planned or expected

Try the frame: Evidence helps me unintended ____.

Tier 3 Vocabulary

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

amendments

Say it: uh-MEND-ments

What it means: changes or additions to a formal document

Try the frame: This term helps explain ____.

compromise

Say it: KOM-pruh-myz

What it means: an agreement between people who disagree

Try the frame: This term helps explain ____.

discrimination

Say it: dis-krim-ih-NAY-shun

What it means: unfair treatment of people

Try the frame: This term helps explain ____.

enslaved people

Say it: en-SLAYVD PEE-pul

What it means: people denied freedom and political voice under slavery

Try the frame: This term helps explain ____.

immigration

Say it: im-ih-GRAY-shun

What it means: moving to a new country

Try the frame: This term helps explain ____.

Tier 3 Vocabulary

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

institutions

Say it: in-stih-TOO-shunz

What it means: important organizations in a society

Try the frame: This term helps explain ____.

language barriers

Say it: LANG-gwij BAR-ee-urz

What it means: difficulties caused by not sharing a language

Try the frame: This term helps explain ____.

political voice

Say it: puh-LIT-ih-kul VOYS

What it means: a chance to influence government decisions

Try the frame: This term helps explain ____.

representative government

Say it: rep-rih-ZEN-tuh-tiv GUV-ern-ment

What it means: government in which people choose representatives

Try the frame: This term helps explain ____.

Three-Fifths Compromise

Say it: three FIFTHS KOM-pruh-myz

What it means: an unjust agreement about representation

Try the frame: This term helps explain ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Misconceptions to Watch For

Naming a misconception out loud is the first step to avoiding it.

AN INTERESTING DETAIL IS NOT AUTOMATICALLY EVIDENCE

I liked this fact, so I used it - that is not enough. Ask: How does it help prove the reason?

AN ASSUMPTION IS NOT THE SAME AS AN OBSERVATION

I think it happened, so it is proof - that is a misconception. Name what can actually be checked in a source.

A QUOTATION DOES NOT EXPLAIN ITSELF

The quote proves my idea - is not enough by itself. Explain what the quoted words mean and why they matter.

CHANGE IS NOT AUTOMATICALLY IMPROVEMENT

Something changed, so it was better - is not always true. Ask who benefited, who was harmed, and what happened next.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Research HABIT

The arrows remind us that strong thinking can return to an earlier step when new evidence appears.

NOTICE ›

QUESTION ›

GATHER ›

COMPARE ›

DECIDE ›

ACT ›

CHECK ›

REVISE

THE PATTERN OF CHANGE

NOTICE	Something needs attention.
QUESTION	Why is this happening?
GATHER	What information or evidence can we find?
COMPARE	Do different sources or observations agree?
DECIDE	What action seems best supported?
ACT	Try the solution.
CHECK	What happened afterward?
REVISE	If the outcome is not what was expected, change the plan.

That final step keeps the cycle moving.

PROGRESS IS NOT JUST CHANGE

Something can change without improving. Do not ask only, "What changed?" Ask, "Was the change an improvement, and improvement for whom?"

STUDENT SUPPORT - Another Way to Show What You Know

Point to the step you are using right now before you gather your next piece of evidence.

Ready to Stretch? Take Your Thinking Further!

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

Writing Structure: R-E1-E2

The same structure builds every body paragraph this month.

Part	Meaning
R	The reason the paragraph proves.
E1	Evidence from a source, with source credit.
E2	Explanation of what the evidence proves.

MODEL R

Researchers must study consequences because not every change is an improvement for everyone.

MODEL E1 AND E2

"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.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will use relevant, credited evidence to explain that researchers decide whether change improved the situation by checking consequences, asking who was affected, comparing viewpoints, and deciding whether the plan needs revision.

SUCCESS CRITERIA

- I state my reason exactly.
- I use evidence from at least two sources.
- I include one direct quotation or quoted phrase and one paraphrase.
- I credit both sources and write multiple E2 sentences that explain what the evidence proves.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can researchers decide whether a change actually improved the situation?

MOVE YOUR THINKING

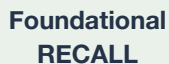
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

From Protest to Participation: How a Nation Changes

Passage - Civic Research Evidence Bank • Part 1 of 19

AS YOU READ

This passage is a RESEARCH SOURCE - an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT. TAP the TRACKS. Ask, "Is this evidence, or is this an assumption?" and, "What does this help me prove?"

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

[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?

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 2 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 3 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 4 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 5 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 6 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 7 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 8 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 9 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 10 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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?

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 11 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 12 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 13 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 14 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 15 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

- [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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 16 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 17 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 18 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - Continued

Passage - Civic Research Evidence Bank • Part 19 of 19

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "From Protest to Participation: How a Nation Changes."

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

[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.

From Protest to Participation: How a Nation Changes - TRACKS Evidence Hunt

Verbally explain why each exact clue fits, then decide whether it is evidence or an assumption.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before the American Revolution"	It fits because _____
R ■ Reactions	"Colonists began asking why Parliament could tax them"	It fits because _____
A ▲ Actions	"Some wrote letters and newspaper articles."	It fits because _____
C ★ Character, Concept, Creature	"The Declaration of Independence"	It fits because _____
K ♦ Key Knowledge	"taxation without representation"	It fits because _____
S ▼ Scenery / Setting	"In 1787, delegates met at the Constitutional Convention."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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

Passage - Civic/Scientific Research Evidence Bank • Part 1 of 20

AS YOU READ

This passage is a RESEARCH SOURCE - an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT. TAP the TRACKS. Ask, "Is this evidence, or is this an assumption?" and, "What does this help me prove?"

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 2 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 3 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 4 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 5 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 6 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 7 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 8 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 9 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 10 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 11 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 12 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 13 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 14 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

- [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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 15 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 16 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 17 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 18 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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:

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 19 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - Continued

Passage - Civic/Scientific Research Evidence Bank • Part 20 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, dot unfamiliar words, and mark exact TRACKS evidence. Credit the source "How Change Happens: Observe, Adapt, Test, and Improve."

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

[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.

How Change Happens: Observe, Adapt, Test, and Improve - TRACKS Evidence Hunt

Verbally explain why each exact clue fits, then decide whether it is evidence or an assumption.

TRACKS	Exact Evidence	Why It Fits
T • Time	"At that point Kendrix faced an important choice."	It fits because _____
R ■ Reactions	"Her original explanation did not match the new evidence."	It fits because _____
A ▲ Actions	"She chose to reconsider."	It fits because _____
C ★ Character, Concept, Creature	"Kendrix's garden"	It fits because _____
K ♦ Key Knowledge	"NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK"	It fits because _____
S ▼ Scenery / Setting	"When the Pilgrims arrived in Plymouth"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Low, Medium, and High Exemplars

Use these source-grounded samples to tell a retell from evidence-based thinking.

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.

Day 1 - GATHER: Was This a Good Change?

A class votes to remove recess so they can finish projects faster. The projects improve.

MY DAY 1 LEARNING TARGET

I will restate a challenge and label a source-based example as evidence, an assumption, a choice, a change, or an improvement question.

LAUNCH

A class votes to remove recess so they can finish projects faster. The projects improve. Was this a good change?

TEACHER SAYS

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

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

MY FIRST NOTICE

STUDENT SUPPORT - Another Way to Show What You Know

Point to one detail on this page and say whether it is evidence or an assumption, and why.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Good for Whom?

A change can solve one problem and create another.

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 SAYS

"This week we are studying one part of the change process: check consequences before deciding whether a change was an improvement."

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

CHECK FOR UNDERSTANDING

Label each as evidence, assumption, choice, change, or improvement question, then justify the label with a partner: muddy soil; yellow leaves; a compromise; a boycott; a question about representation; a revised watering plan.

Source-Based Example

My Label

muddy soil

yellow leaves

a compromise

a boycott

a question about representation

a revised watering plan

STUDENT SUPPORT - Another Way to Show What You Know

Justify your label with a partner using: This is ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

Impact Investigator - How to Play

Match the source-based card to the question or consequence it helps answer, then defend it.

MY DAY 2 LEARNING TARGET

I will defend why a source detail fits its matching question or consequence in Impact Investigator.

HOW TO PLAY

1. In teams, read one Source-Based Card.
2. Select the best matching Response Card (a research question or consequence).
3. Before your team may keep a match, a speaker must state: "This belongs because ____."
4. Check the answer key, then read the "Why It Fits" explanation aloud.

TEACHER SAYS

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

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

QUICK CHECK

Did we explain the connection out loud before keeping the match? Could we say the same match a different way?

STUDENT SUPPORT - Another Way to Show What You Know

No cards cut? Point to each card in the book, name its number, and record the same complete match on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

Before You Cut

The cut page must begin on an odd page.

SET UP

Keep every word inside its dashed card boundary. Print duplex on the long edge so the mirrored backs align. Each group needs one full mixed set (5 Source-Based Cards, 5 Response Cards).

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Impact Investigator Cards

Dashed lines mean CUT. Cut every card, then mix the Source-Based and Response cards together.

SOURCE-BASED Colonists had no elected representatives in Parliament.	RESPONSE Why did taxation without representation lead to organized protest?
SOURCE-BASED Kendrix's soil became muddy and leaves turned yellow.	RESPONSE What evidence showed that more water was not the best solution?
SOURCE-BASED Edison's early tests failed or did not last long.	RESPONSE How can failed tests help an invention improve?
SOURCE-BASED The Three-Fifths Compromise helped delegates continue.	RESPONSE Who benefited, who was harmed, and whose voice was missing?
SOURCE-BASED Immigrants saw the Statue of Liberty as hope and faced hardship.	RESPONSE How can a symbol represent both hope and difficulty?

Impact Investigator - Mirrored Card Backs

These backs mirror the card positions for duplex printing.

 IMPACT INVESTIGATOR Response card	 IMPACT INVESTIGATOR Source-Based card
 IMPACT INVESTIGATOR Response card	 IMPACT INVESTIGATOR Source-Based card
 IMPACT INVESTIGATOR Response card	 IMPACT INVESTIGATOR Source-Based card
 IMPACT INVESTIGATOR Response card	 IMPACT INVESTIGATOR Source-Based card
 IMPACT INVESTIGATOR Response card	 IMPACT INVESTIGATOR Source-Based card

Impact Investigator - Answer Key and Recording

Check the match, then explain why it fits.

ANSWER KEY - 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.

MY RECORDING

My strongest match: _____

This belongs because

STUDENT SUPPORT - Another Way to Show What You Know

Say the match aloud before recording. You still choose the explanation in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

I will draft Body Paragraph 3 with the model R, evidence from two sources, credited quotation and paraphrase, and developed E2 sentences.

- 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?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: A strong source detail must connect to a reason because ____.

Ready to Stretch? Take Your Thinking Further!

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

Independent Writing Assignment

Explain why researchers must check consequences before deciding whether a change was an improvement.

THE 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."
- Include multiple explanation sentences that answer, "What does this evidence prove?"

TEACHER SAYS

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Say your R aloud before you write it. You still choose your own evidence and write your own E2.

Ready to Stretch? Take Your Thinking Further!

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

R-E1-E2 Planning Sequence

Plan before you draft Body Paragraph 3.

SIX STEPS

- | | |
|---|---|
| 1 | Copy the model R exactly. |
| 2 | Select and credit one E1 from "From Protest to Participation." |
| 3 | Write several E2 sentences: What does it mean? Why does it matter? How does it prove the R? |
| 4 | Select and credit a second E1 from "How Change Happens." |
| 5 | Develop the second E2 and connect the two examples. |
| 6 | Check that one E1 is a direct quotation or quoted phrase and one is a paraphrase. |

MODEL R

Researchers must study consequences because not every change is an improvement for everyone.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Body Paragraph 3 - Evidence Plan

Two credited sources: one quotation and one paraphrase.

MY R (copy the model R exactly)

E1 #1 - "From Protest to Participation: How a Nation Changes"

Source detail (Q or paraphrase):

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

E1 #2 - "How Change Happens: Observe, Adapt, Test, and Improve"

Source detail (Q or paraphrase):

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

STUDENT SUPPORT - Another Way to Show What You Know

Point to your quotation, your paraphrase, and your source credit before you draft.

Ready to Stretch? Take Your Thinking Further!

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

Body Paragraph 3 - Draft

Use your plan to write Body Paragraph 3 in full sentences.

SUCCESS CHECK

- ☐ Model R used exactly ☐ Two credited sources ☐ One quotation and one paraphrase ☐ E2 explains meaning, importance, and proof

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

Module 3 Conventions Sweep

Edit with standard English conventions.

READ

Kendrix checked the soil, and it told her the plan needed to change. Colonists wrote letters and signed petitions across many colonies.

1. Label one proper noun.
2. Check that a simple sentence has subject-verb agreement.
3. Combine two short sentences into one clear sentence.
4. Check the quotation marks around a direct quotation.

TRANSFER TO MY PARAGRAPH

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own research.

MY DAY 4 LEARNING TARGET

I will award a specific research strength and target one precise place to make the evidence-to-reason connection clearer.

CHOOSE

- I found strong evidence when ____.
- I explained my evidence well when ____.
- I connected two sources when ____.

MY AWARD

I award myself a strength for the evidence-based move

My proof is on page ____:

REVISION ROUTINE

1. Underline the R. 2. Box source credit and mark quotation or paraphrase above each E1. 3. Draw an arrow from each E1 to its E2. 4. Star the sentence that best explains why the evidence matters.

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest E2 before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

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

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?

MY TARGET

My next research goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Compare an immediate change with whether that change was truly an improvement. Explain who benefited and who was harmed.

Day 5 - EXPLAIN and EDUCATE

Teach the big idea before you list the details.

MY DAY 5 LEARNING TARGET

I will present a clear source-based explanation and name what makes it work.

PRESENTATION FRAME

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 _____.

PRESENTATION TASK

Share one evidence-based explanation through a Question Gallery, Impact Investigator roundtable, or a short oral explanation.

AUDIENCE FEEDBACK

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Explain why an interesting detail is not automatically evidence.

MY THINKING NOW

Answer the module question again.

How can researchers decide whether a change actually improved the situation?

WHAT CHANGED?

MOVE YOUR THINKING



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**Reflective
EXTEND**

Module 3 - Research Writing Rubric

Use this rubric to check your own Body Paragraph 3 before you turn it in.

Scoring Area	3 - Strong	2 - Developing	1 - Beginning
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.
Evidence and Explanation	Uses accurate source evidence, credit, and clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.
Organization	Uses R-E1-E2 coherently.	Structure is mostly clear.	Ideas may be disconnected.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.

STUDENT SUPPORT - Another Way to Show What You Know

Score your own paragraph in each row, then star the row you will strengthen most.

Ready to Stretch? Take Your Thinking Further!

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

Check the Learning

Which detail most precisely supports the evidence-based choice?

EMBEDDED CHECK

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. Which detail most precisely supports a choice about watering, and why?

MY ANSWER

EXIT TICKET

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

STUDENT SUPPORT - Another Way to Show What You Know

Point to the exact words in the passage before you answer.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing Opportunity - This Evidence Matters Because

Write a short R-E1-E2 response that checks a consequence.

CHOOSE ONE CASE

- taxation without representation and colonial protest
- the Three-Fifths Compromise
- the Bill of Rights
- immigration and the Statue of Liberty
- Kendrix's garden
- Edison's workshop tests
- a community stop sign near a school

REQUIRED

- identify the challenge and the evidence-based choice
- include one credited quotation or paraphrase
- explain what changed immediately
- explain whether the change was truly an improvement, and for whom
- end by answering, "What does this help me prove?"

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Plan My Research Response

Gather evidence and explain what it shows.

CHALLENGE OR CONDITION

CREDITED EVIDENCE (quotation or paraphrase)

IMMEDIATE RESULT

WAS IT AN IMPROVEMENT? FOR WHOM?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Research Draft - Page 1

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

DRAFTING FOCUS

Use a model R, credited quotation and paraphrase evidence, and developed E2 sentences that explain meaning, importance, and proof.

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

Research Draft - Page 2

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

DRAFTING FOCUS

Use a model R, credited quotation and paraphrase evidence, and developed E2 sentences that explain meaning, importance, and proof.

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

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

- ☐ R stated exactly
- ☐ add an idea for clarity
- ☐ delete an idea that does not help prove my reason
- ☐ combine two ideas for clarity

EDIT

- ☐ subject-verb agreement
- ☐ proper noun
- ☐ quotation marks around a direct quotation
- ☐ spelling

ONE REVISION

SHARE - QUICK WRITE PARTNER RESPONSE

Write a new explanation sentence that begins, "This evidence matters because ____."
Do not repeat the source detail. My partner says either "evidence" or "explanation," then names the clue that supported my decision.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Evidence Curator

Compare two possible details for the same reason.

THE CHALLENGE

Students compare two possible details for the same reason. 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.

REVISING WHEN EVIDENCE DEMANDS IT

Explain why changing your mind after new evidence is a strength, not a weakness. Use Kendrix or Edison's workers as your example.

MOVE YOUR THINKING



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**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 3 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

ONE RESEARCH HABIT I WILL CARRY FORWARD

One research HABIT I will carry forward is ____ because

MODULE 3 CLOSING IDEA

This month, you did not just collect facts - you studied change. Strong thinkers notice a challenge, ask questions, use evidence, act, check consequences, and revise when needed. Researchers decide whether change improved the situation by checking consequences, asking who was affected, comparing viewpoints, and deciding whether the plan needs revision. A change is not automatically an improvement - researchers ask who benefited, who was harmed, whose voice was missing, and what should happen next.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I decide if a change really made things better?

My Answer

I compare how things were before the change to how they are after it. I look for who was helped and who was harmed, not just the part that looks good. If the change fixed the problem and did not create a bigger one, I can call it an improvement - and if it did not, I explain what still needs to be revised.

STUDENT SUPPORT - Another Way to Show What You Know

Start with before and after: Before, ____.
After the change, _____. That means _____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 8



M O D U L E

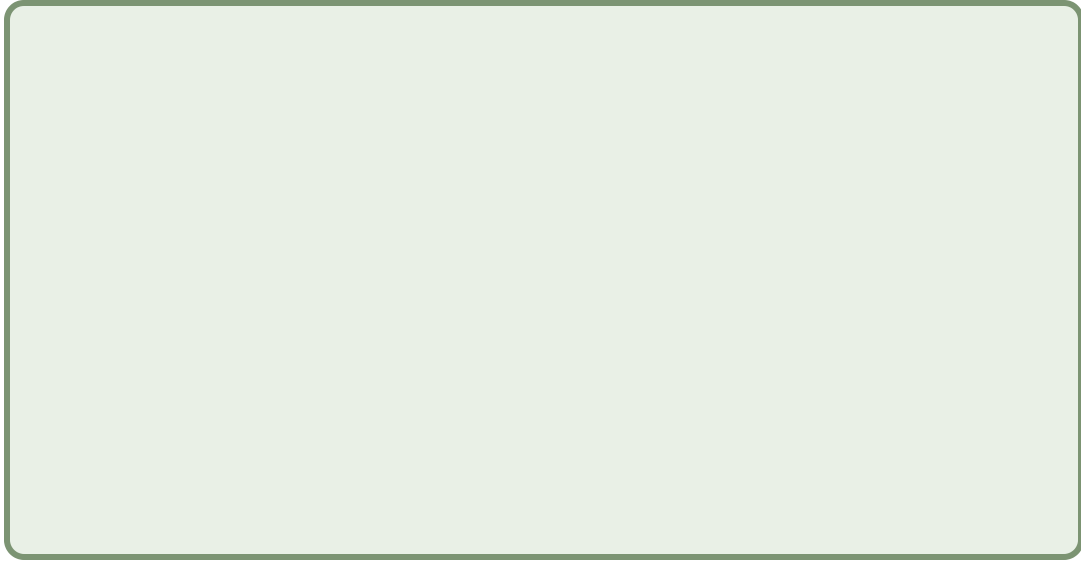


Synthesis and Publication

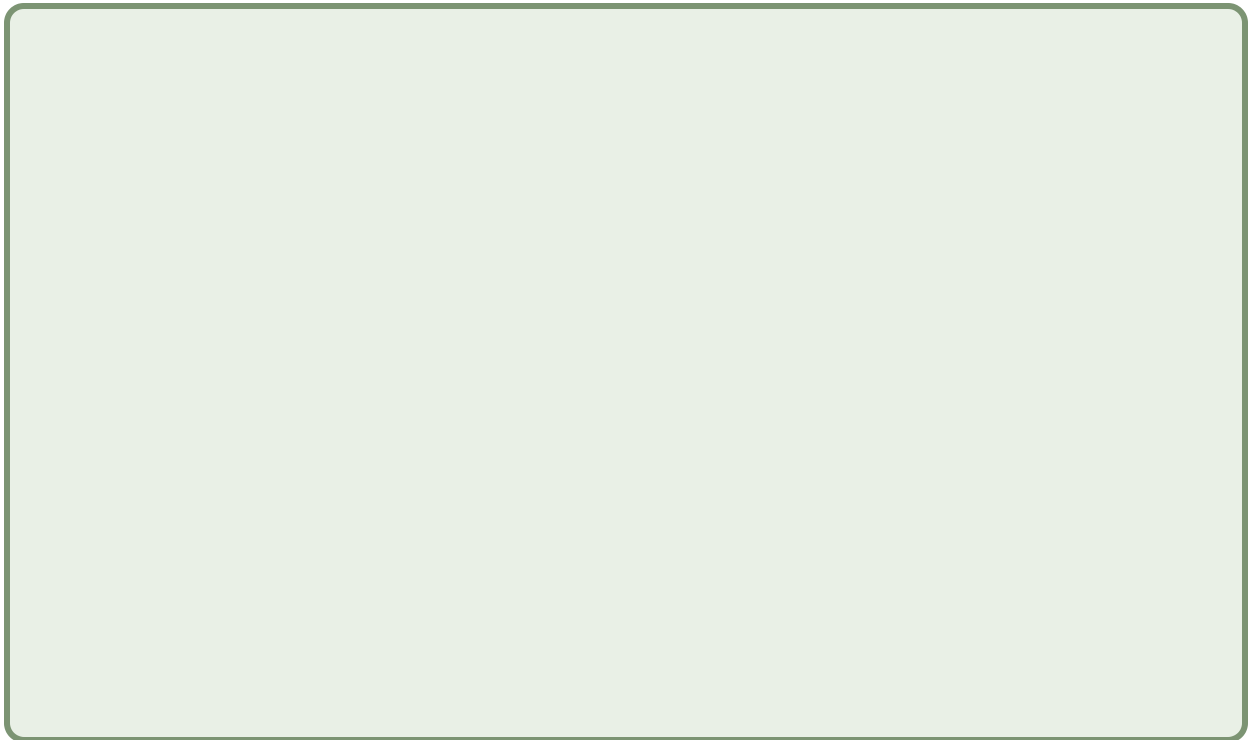
Bringing the Whole Research Paper Together



Pocket Practice



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



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

Why This Module Matters

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

WHY THIS MODULE MATTERS

This is the synthesis capstone of your research cluster. You take three body paragraphs, add a SET introduction and an R1-R2-R3 conclusion, and turn a month of research into one clear, well-supported, published paper. Research is not one more writing style added at the end of the year - research is where all of our writing tools come together.

Essential Question

How do I turn a month of research into one clear answer about change?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(A) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my final research paper for my topic, purpose, and audience.

TEKS 5.11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my whole paper into a focused, structured draft, including a SET introduction.

TEKS 5.11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details

HOW I SAY THE STANDARD!

I can develop my paper with specific facts and details from my research.

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(i) - Official Standard

compose informational texts, including brief compositions, that convey information about a topic using a clear central idea

HOW I SAY THE STANDARD!

I can compose my paper with one clear central idea (thesis).

TEKS 5.12(B)(ii) - Official Standard

compose informational texts using genre characteristics and craft

HOW I SAY THE STANDARD!

I can use the parts a complete research paper needs.

TEKS 5.13(A) - Official Standard

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

HOW I SAY THE STANDARD!

I can generate and clarify questions as I finish my research.

TEKS 5.13(C) - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather and select the most relevant information from my sources.

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(iii) - Official Standard

revise drafts to improve coherence and clarity by adding ideas

HOW I SAY THE STANDARD!

I can add ideas across paragraphs for coherence and clarity.

TEKS 5.11(C)(iv) - Official Standard

revise drafts to improve coherence and clarity by deleting ideas

HOW I SAY THE STANDARD!

I can delete ideas that do not help prove my thesis.

TEKS 5.11(C)(ix) - Official Standard

revise drafts to improve coherence and clarity by combining ideas

HOW I SAY THE STANDARD!

I can combine ideas across paragraphs for clarity.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can edit my whole paper for complete sentences with subject-verb agreement.

TEKS 5.11(D)(xxii) - Official Standard

edit drafts using standard English conventions, including quotation marks in dialogue and in quotations from a source

HOW I SAY THE STANDARD!

I can edit the quotation marks around my quotations.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

listen to and derive meaning from a variety of media by using background knowledge and requesting clarification

HOW I SAY THE STANDARD!

I can restate a challenge in my own words or ask a clarifying question.

ELPS 2(E)(i) - Official Standard

employ increasingly complex spoken language to explain and justify responses with increasing specificity

HOW I SAY THE STANDARD!

I can defend why a source detail fits, using increasing detail and precision.

ELPS 3(G)(i) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using complex sentences

HOW I SAY THE STANDARD!

I can explain how evidence proves a reason, using a complete sentence.

ELPS 4(C)(i) - Official Standard

develop content-area vocabulary and use it to build meaning while reading

HOW I SAY THE STANDARD!

I can use research vocabulary to help me understand my sources.

ELPS 4(F)(ix) - Official Standard

use visual and contextual support to read and comprehend grade-appropriate content-area text

HOW I SAY THE STANDARD!

I can use context to understand a source detail and explain what it proves.

My Module 4 Learning Launchpad

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

I CAN

- synthesize a month of research into a clear published explanation.
- identify a precise source detail that supports my thinking.
- explain what evidence proves rather than only repeat it.
- write a complete five-paragraph paper using SET, R-E1-E2, and R1-R2-R3.

I WILL

- use the two research passages as evidence banks.
- assemble my SET introduction, three body paragraphs, and R1-R2-R3 conclusion.
- credit every source and mark quotations and paraphrases.
- revise my thinking when evidence asks me to reconsider.

LEARNING DESTINATION (BIG GOAL)

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.

MY LAUNCHPAD PROMISE

The research part I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Select evidence that earns its place	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell a direct quotation from a paraphrase	a lot / a little / new	a lot / a little / new	a lot / a little / new
Give source credit for evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build SET, R-E1-E2, and R1-R2-R3	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain how two sources work together	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

end

Say it: END

What it means: the final part

Try the frame: I can use end to explain ____.

fix

Say it: FIKS

What it means: make something work better

Try the frame: I can use fix to explain ____.

middle

Say it: MID-ul

What it means: the part between beginning and end

Try the frame: I can use middle to explain ____.

paper

Say it: PAY-pur

What it means: writing with connected ideas

Try the frame: I can use paper to explain ____.

part

Say it: PART

What it means: one piece of a whole

Try the frame: I can use part to explain ____.

Tier 1 Vocabulary - Everyday Words

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

proof

Say it: PROOF

What it means: information that shows an idea is true

Try the frame: I can use proof to explain ____.

share

Say it: SHAIR

What it means: tell or give to others

Try the frame: I can use share to explain ____.

show

Say it: SHOH

What it means: help someone understand

Try the frame: I can use show to explain ____.

start

Say it: START

What it means: the beginning

Try the frame: I can use start to explain ____.

whole

Say it: HOHL

What it means: all the parts together

Try the frame: I can use whole to explain ____.

Tier 2 Vocabulary - Academic Writing Words

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

citation

Say it: sy-TAY-shun

What it means: information that gives credit to a source

Try the frame: Evidence helps me citation ____.

coherence

Say it: koh-HEER-ens

What it means: clear, logical connection among ideas

Try the frame: Evidence helps me coherence ____.

edit

Say it: ED-it

What it means: correct conventions before publishing

Try the frame: Evidence helps me edit ____.

presentation

Say it: prez-en-TAY-shun

What it means: a planned sharing of learning

Try the frame: Evidence helps me presentation ____.

publish

Say it: PUB-lish

What it means: prepare writing to share with readers

Try the frame: Evidence helps me publish ____.

Tier 2 Vocabulary - Academic Writing Words

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

reflection

Say it: rih-FLEK-shun

What it means: thinking back on what was learned

Try the frame: Evidence helps me reflection ____.

revise

Say it: rih-VYZE

What it means: make writing clearer or more effective

Try the frame: Evidence helps me revise ____.

synthesize

Say it: SIN-thuh-syz

What it means: combine ideas into a new understanding

Try the frame: Evidence helps me synthesize ____.

thesis (central idea)

Say it: THEE-sis (SEN-truhl eye-DEE-uh)

What it means: the central answer a paper proves

Try the frame: Evidence helps me thesis (central idea) ____.

transition

Say it: tran-ZISH-un

What it means: a word or phrase that connects ideas

Try the frame: Evidence helps me transition ____.

Tier 3 Vocabulary - Passage and Framework Words

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

direct quotation

Say it: dih-REKT kwoh-TAY-shun

What it means: an author's exact words

Try the frame: This term helps explain ____.

evidence bank

Say it: EV-uh-dens bank

What it means: a source read for useful proof

Try the frame: This term helps explain ____.

intellectual growth

Say it: in-tuh-LEK-choo-ul grohth

What it means: stronger thinking built through learning

Try the frame: This term helps explain ____.

paraphrase

Say it: PAR-uh-frayz

What it means: a source idea written in new words

Try the frame: This term helps explain ____.

R-E1-E2

Say it: ar-ee-one-ee-two

What it means: reason, evidence, explanation structure

Try the frame: This term helps explain ____.

Tier 3 Vocabulary - Passage and Framework Words

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

R1-R2-R3

Say it: ar-one ar-two ar-three

What it means: restate, reference, reflect conclusion structure

Try the frame: This term helps explain ____.

research convergence

Say it: ree-SURCH kun-VUR-jens

What it means: the point where writing tools come together

Try the frame: This term helps explain ____.

SET

Say it: ess-ee-tee

What it means: statement of purpose, evidence-reference transition, thesis (central idea)

Try the frame: This term helps explain ____.

source credit

Say it: sors KRED-it

What it means: words that name where evidence came from

Try the frame: This term helps explain ____.

works cited

Say it: wurks SY-tid

What it means: a list of sources used in a paper

Try the frame: This term helps explain ____.

The Two Research Lenses

Both sources move from a challenge to evidence, action, and a check of results.

TWO LENSES, ONE HABIT

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.

SOURCE-CREDIT FRAMES

- "From Protest to Participation: How a Nation Changes" explains ____.
- In "How Change Happens: Observe, Adapt, Test, and Improve," the author shows ____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Watch for These Misconceptions

An interesting detail is not automatically evidence.

COMMON MISCONCEPTIONS

Misconception	What It Sounds Like	My Fix
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."	Name what can be checked in a source.
A quotation explains itself.	"The quote proves my idea."	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.

REPORT VS. RESEARCH

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

The Research HABIT

The arrows remind us that strong thinking can return to an earlier step when new evidence appears.

NOTICE ›

QUESTION ›

GATHER ›

COMPARE ›

DECIDE ›

ACT ›

CHECK ›

REVISE

THE PATTERN OF CHANGE

NOTICE	Something needs attention.
QUESTION	Why is this happening?
GATHER	What information or evidence can we find?
COMPARE	Do different sources or observations agree?
DECIDE	What action seems best supported?
ACT	Try the solution.
CHECK	What happened afterward?
REVISE	If the outcome is not what was expected, change the plan.

PROGRESS IS NOT JUST CHANGE

Something can change without improving. Do not ask only, "What changed?" Ask, "Was the change an improvement, and improvement for whom?"

STUDENT SUPPORT - Another Way to Show What You Know

Point to the step you are using right now. You still decide what each piece of evidence proves.

Ready to Stretch? Take Your Thinking Further!

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

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

Three building blocks make one complete, published paper.

SET - INTRODUCTION ›

R-E1-E2 - BODY PARAGRAPH ›

R1-R2-R3 - CONCLUSION

INTRODUCTION - SET

S - Statement of Purpose: zoom out to the global idea. E - Evidence-Reference

Transition: name the kinds of research that helped. T - Thesis (Central Idea): give the exact answer the paper will prove.

BODY PARAGRAPHS - R-E1-E2

R - Reason the paragraph proves. E1 - Evidence from a source. E2 - Explanation of what the evidence proves. E2 answers: What does this evidence mean? Why does it matter? How does it prove my R?

CONCLUSION - R1-R2-R3

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study a Complete Synthesis

See how a reason, credited evidence, and explanation prove one answer.

MODEL R

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

MODEL E1 AND E2

"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.

CROSS-SOURCE SYNTHESIS

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.

CHECK THE SYNTHESIS

Does the E1 detail earn its place for this R?

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How do I turn a month of research into one clear answer about change?

My thinking level before we begin:

MOVE YOUR THINKING

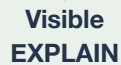
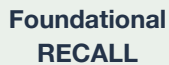
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I turn my research into one answer by ____ because _____. Then write your own thinking.

Say your answer first or use this starter: I turn my research into one answer by ____ because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 1 of 20

AS YOU READ

This is a research source at FULL SYNTHESIS length - an evidence bank, not a single-sitting read-aloud. Use the Research HABIT. TAP the TRACKS. Mark Q for an exact quotation and P for a paraphrase, and note the source. Ask: What does each detail help me prove?

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

[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?

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 2 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 3 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 4 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 5 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 6 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 7 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 8 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 9 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 10 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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?

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 11 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 12 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 13 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 14 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 15 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 16 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 17 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 18 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 19 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes

Passage 1 - Civic Change Evidence Bank (Full Synthesis) - Part 20 of 20

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

From Protest to Participation: How a Nation Changes - TRACKS Evidence Hunt

Study the exact words from the research source. Verbally explain what each clue could help prove.

TRACKS	Exact Evidence	What It Could Help Prove
T • Time	"Before the American Revolution"	It helps prove _____
R ■ Reactions and Relationships	"Colonists began asking why Parliament could tax them"	It helps prove _____
A ▲ Actions	"Some wrote letters and newspaper articles."	It helps prove _____
C ★ Central People, Ideas, or Objects	"The Declaration of Independence"	It helps prove _____
K ♦ Key Facts	"taxation without representation"	It helps prove _____
S ▼ Setting	"In 1787, delegates met at the Constitutional Convention."	It helps prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could help prove _____. You still decide whether it earns a place in your paper.

Ready to Stretch? Take Your Thinking Further!

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

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 1 of 21

AS YOU READ

This is a research source at FULL SYNTHESIS length - an evidence bank, not a single-sitting read-aloud. Use the Research HABIT. TAP the TRACKS. Mark Q for an exact quotation and P for a paraphrase, and note the source. Ask: What does each detail help me prove?

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 2 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 3 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 4 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 5 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 6 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 7 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 8 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 9 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 10 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 11 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 12 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 13 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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**

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 14 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

- [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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 15 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 16 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 17 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 18 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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:

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 19 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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.

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 20 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

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

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

Passage 2 - Observation and Revision Evidence Bank (Full Synthesis) - Part 21 of 21

AS YOU CONTINUE READING

Keep the sentence numbers continuous, mark Q or P and note the source, and ask which detail helps prove your answer.

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

[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

How Change Happens: Observe, Adapt, Test, and Improve - TRACKS Evidence Hunt

Study the exact words from the research source. Verbally explain what each clue could help prove.

TRACKS	Exact Evidence	What It Could Help Prove
T • Time	"At that point Kendrix faced an important choice."	It helps prove _____
R ■ Reactions and Relationships	"Her original explanation did not match the new evidence."	It helps prove _____
A ▲ Actions	"She chose to reconsider."	It helps prove _____
C ★ Central People, Ideas, or Objects	"Kendrix's garden"	It helps prove _____
K ♦ Key Facts	"NOTICE -> QUESTION -> GATHER -> COMPARE -> DECIDE -> ACT -> CHECK"	It helps prove _____
S ▼ Setting	"When the Pilgrims arrived in Plymouth"	It helps prove _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could help prove _____. You still decide whether it earns a place in your paper.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Three Pieces of One

Three body paragraphs do not automatically make one research paper.

MY DAY 1 LEARNING TARGET

I will restate a challenge or ask a clarifying question, and see how three body paragraphs and a SET and R1-R2-R3 become one complete research paper.

LAUNCH

Three body paragraphs do not automatically make one research paper.

TEACHER SAYS

"Do not tell the whole story yet. Start with the first detail that makes a thinker stop and notice." "A strong researcher can name what is known and what still needs a question."

PLACE MY THREE BODY PARAGRAPHS

Body 1 is about _____. Body 2 is about _____. Body 3 is about _____.

STUDENT SUPPORT - Another Way to Show What You Know

Say the job of each body paragraph aloud before you place it.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Build the SET and the R1-R2-R3 Conclusion

This week we synthesize a month of research into a clear published explanation.

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 SAYS

"This week we are studying one part of the change process: synthesize a month of research into a clear published explanation." "A feeling may begin a question, but evidence must guide the next decision."

CHECK FOR UNDERSTANDING

Label each source-based example as evidence, assumption, choice, change, or improvement question, then justify the label with a partner: muddy soil, yellow leaves, a compromise, a boycott, a question about representation, a revised watering plan.

STUDENT SUPPORT - Another Way to Show What You Know

Say each label aloud with a partner using:
This is ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

Human Research Paper and the Change Museum - How to Play

Match the source-based card to the question or evidence it helps answer, then defend it.

MY DAY 2 LEARNING TARGET

I will defend why a source-based card belongs with its response card, and organize the matches into SET, Body 1, Body 2, Body 3, and R1-R2-R3.

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 ____."

TEACHER SAYS

"Your job is not to match words that sound alike. Your job is to decide which evidence or question will help a researcher investigate." "If your group disagrees, point to the wording of the card and explain your evidence."

ORGANIZE THE MATCHES

Once your team has all five matches, arrange them in order and label each pair SET, Body 1, Body 2, Body 3, or Conclusion, so the whole set traces the shape of a complete paper.

STUDENT SUPPORT - Another Way to Show What You Know

No cards cut? Point to each card in the book, name its match, and record the same complete pairing on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Human Research Paper Cards

Dashed lines mean CUT. Cut every card, then mix the Source-Based and Response cards together.

SOURCE-BASED Colonists had no elected representatives in Parliament.	RESPONSE Why did taxation without representation lead to organized protest?
SOURCE-BASED Kendrix's soil became muddy and leaves turned yellow.	RESPONSE What evidence showed that more water was not the best solution?
SOURCE-BASED Edison's early tests failed or did not last long.	RESPONSE How can failed tests help an invention improve?
SOURCE-BASED The Three-Fifths Compromise helped delegates continue.	RESPONSE Who benefited, who was harmed, and whose voice was missing?
SOURCE-BASED Immigrants saw the Statue of Liberty as hope and faced hardship.	RESPONSE How can a symbol represent both hope and difficulty?

Mirrored Backs - Human Research Paper Cards

These backs mirror the card positions for duplex printing. Check only after committing.

HRP THE HUMAN RESEARCH PAPER Response card	HRP THE HUMAN RESEARCH PAPER Source-Based card
HRP THE HUMAN RESEARCH PAPER Response card	HRP THE HUMAN RESEARCH PAPER Source-Based card
HRP THE HUMAN RESEARCH PAPER Response card	HRP THE HUMAN RESEARCH PAPER Source-Based card
HRP THE HUMAN RESEARCH PAPER Response card	HRP THE HUMAN RESEARCH PAPER Source-Based card
HRP THE HUMAN RESEARCH PAPER Response card	HRP THE HUMAN RESEARCH PAPER Source-Based card

Human Research Paper - Answer Key and Recording

Check the match and the paper part, then explain why it fits.

ANSWER KEY - WHY IT FITS AND WHERE IT BELONGS

SET	Colonists had no elected representatives in Parliament.	Why did taxation without representation lead to organized protest?	The question investigates fairness and political voice.
Body 1	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.
Body 2	Edison's early tests failed or did not last long.	How can failed tests help an invention improve?	Results can guide the next attempt.
Body 3	The Three-Fifths Compromise helped delegates continue.	Who benefited, who was harmed, and whose voice was missing?	A consequence question checks improvement.
Conclusion	Immigrants saw the Statue of Liberty as hope and faced hardship.	How can a symbol represent both hope and difficulty?	The question compares viewpoints.

MY RECORDING

My strongest match: _____

It belongs in the ____ because

STUDENT SUPPORT - Another Way to Show What You Know

Say the match and the paper part aloud before recording. You still choose the explanation in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

I will explain how evidence proves a reason and assemble my complete five-paragraph research paper.

TEACHER SAYS

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

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: These sources work together because _____. This evidence helps prove _____ because _____.

Ready to Stretch? Take Your Thinking Further!

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

Build My SET Introduction

Zoom out, name your research, and state your exact answer.

S - STATEMENT OF PURPOSE

Zoom out to the global idea.

E - EVIDENCE-REFERENCE TRANSITION

Name the kinds of research that helped.

T - THESIS (CENTRAL IDEA)

Give the exact answer your paper will prove.

STUDENT SUPPORT - Another Way to Show What You Know

Say your S, E, and T aloud in order. You still write the exact thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

Build Body Paragraph 1 - Civic Evidence

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

One way change happens is that people notice a challenge and turn it into a research question.

E1 - EVIDENCE

Quote (Q) or paraphrase (P) a detail that earns its place, and credit the source.

E2 - EXPLANATION

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

MARK IT

☐ Q or P chosen ☐ source credited ☐ E1 earns its place ☐ E2 explains

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build Body Paragraph 2 - Observation and Revision

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

Another way change happens is that people observe evidence and revise their thinking when it demands it.

E1 - EVIDENCE

Quote (Q) or paraphrase (P) a detail that earns its place, and credit the source.

E2 - EXPLANATION

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

MARK IT

☐ Q or P chosen ☐ source credited ☐ E1 earns its place ☐ E2 explains

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build Body Paragraph 3 - Consequences and Whose Voice

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

Change is also shaped by who benefited, who was harmed, and whose voice was missing.

E1 - EVIDENCE

Quote (Q) or paraphrase (P) a detail that earns its place, and credit the source.

E2 - EXPLANATION

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

MARK IT

☐ Q or P chosen ☐ source credited ☐ E1 earns its place ☐ E2 explains

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build My R1-R2-R3 Conclusion

Restate, reference the evidence together, and reflect.

R1 - RESTATEMENT

Restate the thesis (central idea) in fresh words.

R2 - REFERENCE THE EVIDENCE COLLECTIVELY

Point back to how the sources worked together.

R3 - REFLECTION

Reflect on the global theme or larger takeaway.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse R1, R2, and R3 aloud. You still write the larger takeaway.

Ready to Stretch? Take Your Thinking Further!

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

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."
- Include multiple explanation sentences that answer, "What does this evidence prove?"

TEACHER SAYS

"The thinking must be yours. You may use notes and source logs, but every E2 must explain your own reasoning." "Before you write a new sentence, reread your reason. Does this source detail help prove it?"

STUDENT SUPPORT - Another Way to Show What You Know

Reread one requirement at a time before you draft. You still write every sentence yourself.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative Research Quality Check

Check the paper you assembled.

COPY MY THESIS (CENTRAL IDEA)

CHECK

- ☐ SET introduction (S, E, T) ☐ three R-E1-E2 body paragraphs
- ☐ every E1 earns its place ☐ every E1 is followed by an E2
- ☐ one direct quotation (Q) ☐ one paraphrase (P)
- ☐ source credit for Q and P ☐ cross-source synthesis ☐ R1-R2-R3 conclusion
- ☐ revised for coherence and clarity ☐ edited for conventions

MY REVISION NOTE

STUDENT SUPPORT - Another Way to Show What You Know

Point to one requirement at a time and read aloud. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

Full Research Paper Draft - Page 1

Assemble your complete five-paragraph paper.

DRAFTING FOCUS

SET $\rightarrow$ R-E1-E2 $\rightarrow$ R-E1-E2 $\rightarrow$ R-E1-E2 $\rightarrow$ R1-R2-R3. Every fact must earn its place.
Pause point: does this detail prove my reason, or is it only interesting?

[illegible]

Full Research Paper Draft - Page 2

Continue your complete paper.

SYNTHESIS CHECK

Do my paragraphs work as one answer, and does each E1 connect to an E2 that proves my R? Pause point: have I told the reader what the detail means and why it matters?

[illegible]

Day 4 - AWARD Yourself

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

MY DAY 4 LEARNING TARGET

I will award myself a specific research strength and target one precise next move.

AWARD EVIDENCE

- "I found strong evidence when ____."
- "I explained my evidence well when ____."
- "I connected two sources when ____."

TEACHER SAYS

"Award yourself for an exact research move you can prove you made." "A specific strength helps you repeat the HABIT tomorrow."

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest E1 and circle the source credit before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

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

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?

MY TARGET

My next revision goal is

I chose it because

I will know I improved when

STUDENT SUPPORT - Another Way to Show What You Know

Choose one target question. You still explain why it matches your paper.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN and EDUCATE

Teach the big idea before you list the details.

MY DAY 5 LEARNING TARGET

I will present a clear, evidence-based explanation to an audience and teach what my evidence proves.

TEACHER SAYS

"Teach the big idea before you list the details." "Your audience should hear how your evidence works together, not only what happened."

PRESENTATION TASK

Share one evidence-based explanation through a Question Gallery, Evidence Court presentation, Impact Investigator roundtable, or Change Museum exhibit.

MY PRESENTATION 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.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved recording. Use the frame, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Without the script, explain what your evidence proves about how change happens.

MY THINKING NOW

Answer the module question again.

How do I turn a month of research into one clear answer about change?

WHAT CHANGED?

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

MOVE YOUR THINKING


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MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is ____ because

I Can...	Not Yet	Getting Set	I Can Do It
Select evidence that earns its place	☐	☐	☐
Tell a direct quotation from a paraphrase	☐	☐	☐
Build SET, R-E1-E2, and R1-R2-R3	☐	☐	☐
Explain how sources work together	☐	☐	☐
Revise for coherence and edit conventions	☐	☐	☐

Module 4 Research Writing Rubric

Use this rubric to check your published paper.

Scoring Area	3 - Strong	2 - Developing	1 - Beginning
Answering the Prompt	Directly answers the module question with a focused claim.	Answers most of the prompt.	Partly answers or mostly reports facts.
Evidence and Explanation	Uses accurate source evidence, credit, and a clear E2 explanation.	Uses evidence with some explanation gaps.	Evidence is vague or mostly unexplained.
Organization	Uses SET, R-E1-E2, and R1-R2-R3 coherently.	Structure is mostly clear.	Ideas may be disconnected.
Revision and Editing	Revises for clarity and edits conventions carefully.	Some errors remain but meaning is clear.	Frequent errors sometimes affect meaning.

STUDENT SUPPORT - Another Way to Show What You Know

Read one scoring area at a time and find it in your own paper before you revise.

Ready to Stretch? Take Your Thinking Further!

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

Check the Learning

Show what you know four ways.

EMBEDDED CHECK

Which detail most precisely supports a choice about watering: 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?

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Choose one of the four ways to show your learning, then point to the proof.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing Opportunity

Write a new explanation sentence, then practice it.

QUICK WRITE

Write a new explanation sentence that begins, "This evidence matters because ..." Do not repeat the source detail. Explain its connection to how you can 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.

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Name the exact answer you plan to prove before you draft.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Research Paper

Record each piece of evidence and what it helps prove.

RESEARCH EVIDENCE RECORD

R	Source and Title	Q or P	Evidence	What It Helps Prove

CROSS-SOURCE SYNTHESIS

Two sources work together because ____.

STUDENT SUPPORT - Another Way to Show What You Know

Use the record to check that every fact earns its place. You still decide which sources connect.

Ready to Stretch? Take Your Thinking Further!

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

Additional Research Paper Draft - Page 1

Prove your answer with credited evidence and clear explanation.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

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

Additional Research Paper Draft - Page 2

Prove your answer with credited evidence and clear explanation.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

DRAFTING FOCUS
SET → R-E1-E2 → R-E1-E2 → R-E1-E2 → R1-R2-R3. Mark Q or P and credit every source.

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Revise, Edit, and Share

Improve the synthesis, check conventions, then explain one choice.

REVISE (across paragraphs)

- ☐ each paragraph has one job
- ☐ every E1 earns its place
- ☐ every E2 explains
- ☐ sources connect
- ☐ add, delete, or combine ideas for clarity

EDIT (conventions)

- ☐ complete sentences with subject-verb agreement
- ☐ punctuation
- ☐ quotation marks around direct quotations
- ☐ capitalization
- ☐ spelling

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read one paragraph aloud, then the next, and listen for one clear answer. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Evidence Curator Challenge

Compare two possible details for the same reason.

EVIDENCE CURATOR

Compare two possible details for the same reason. 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.

WHOSE VOICE WAS MISSING?

Using either passage, compare who benefited from a decision with who was harmed or left without a voice. Explain why researchers ask both questions.

MOVE YOUR THINKING



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Study Three Synthesis Exemplars

Notice how a response grows from naming examples to proving an answer.

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.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the R, E1, and E2 in each exemplar in different colors. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

CELEBRATION MOMENT

One research HABIT I will carry forward is ____ because ____.

MODULE 4 CLOSING IDEA

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.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I turn a month of research into one clear answer about change?

My Answer

I gather all my evidence from the whole month and sort it into my SET, my body paragraphs, and my conclusion. I keep only the evidence that helps prove my one big answer, and I connect each piece so a reader can follow my thinking. By the end, my research paper gives one clear answer about how change begins.

STUDENT SUPPORT - Another Way to Show What You Know

Start with my one answer: My research shows that change ____, because ____.

Ready to Stretch? Take Your Thinking Further!

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