

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 8: Research

Cluster 8

20 Hands-On Pages

Framework: PLACE

Passages: *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 4 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

Scissors, glue stick, pencil, gray colored pencil, stapler, one brass fastener, and a composition notebook.

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

Each page moves students along the same path, so the thinking gets harder as the book goes on:

1. **FIND IT:** go back to the passage and locate the detail.
2. **SHOW IT:** represent it by sorting, sequencing, sketching, or labeling.
3. **CHOOSE IT:** decide which evidence is most connected, specific, and important.
4. **EXPLAIN IT:** tell why the evidence belongs.
5. **USE IT IN WRITING:** put the evidence to work in a written response.

Daily Routine (about 15 minutes)

1. Read or reread the passage aloud.
2. Cut and assemble the page, then glue it into the notebook.
3. Complete the thinking on or under the pieces.
4. Share with a partner, pointing to the words in the passage.

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 4.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

Table of Contents

Grade 4 • Cluster 8
Research

Activity	TEKS	Page
Caddo Land Sort	4.7C	4-5
Evidence Vault	4.7C, 4.11B(ii)	6-7
How Change Happens	4.7D, 4.7E	8-9
Word Flaps	4.7F, 4.7E	10-11
Talk It Out Spinner	4.7G, 4.7C	12-13
Question Detective Case File	4.11A	14
Mystery Prompt Generator	4.11A	15
PLACE Research Planner	4.11A, 4.11B(i)	16
Build the Response	4.11B(i), 4.11B(ii), 4.7C	17-18
Revision Pull Tab	4.11C	19
Editing Stickers	4.11D(i), 4.11D(ii)	20-21
Where Does Change Begin?	4.12B, 4.7C, 4.11B(i)	22
Question Builder	4.13A	23
My Research Plan Fold-Out	4.13B	24
Source Cards	4.13C, 4.13E	25
Primary or Secondary Source Sort	4.13D	26-27
Paraphrase or Plagiarism Sort	4.13F	28-29
Bibliography Pocket	4.13G	30
Share It Spinner	4.13H	31-32
Thinking Quilt Square	4.7C, 4.7E, 4.7F	33
Answer Key	All pages	34

TEKS in this book: 4.7C, 4.7D, 4.7E, 4.7F, 4.7G, 4.11A, 4.11B(i), 4.11B(ii), 4.11C, 4.11D(i), 4.12B, 4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Question: How did the land help the Caddo people live?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Land Helped the Caddo	True, but Not About the Caddo
fold up on the solid line · glue the sides	fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 4.7C Why It Matters: Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 4.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Caddo Land Sort

Grade 4 • Cluster 8
Research

These pieces go with page 4. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 "Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life."

2 "Rivers provided water and helped people move from place to place."

3 "Forests supplied materials that could be used for homes, tools, and other needs."

4 "In the ancient West African kingdom of Mali, gold was an especially valuable resource."

5 "The Great Plains has wide open spaces that support farming and ranching."

6 "A wind turbine can turn moving air into electricity."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: Why does place matter for a society?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

TEKS Connection: 4.7C, 4.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (4.7C) to relevant details that develop an idea (4.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 4 • Cluster 8
Research

These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the vault doors on the dashed lines. Fold each glue tab on the solid line.

glue tab · fold on solid line	glue tab · fold on solid line
VAULT 1 Find the sentence about how geography affects a society.	VAULT 2 Find the sentence about what people still do.
glue tab · fold on solid line	
VAULT 3 Find the sentence about how people make decisions.	

How Change Happens

Grade 4 • Cluster 8
Research

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Step 1	Step 2	Step 3
glue card here	glue card here	glue card here
then →	then →	then →

Step 4	Step 5	
glue card here	glue card here	
then →	end	

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 4.7D, 4.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

TEKS 4.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 4.7E

Cut-Out Pieces: How Change Happens

Grade 4 • Cluster 8
Research

These pieces go with page 8. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A A society settles somewhere and the land offers chances.

B People study resources and choose how to use them.

C Connections spread ideas and change communities.

D Scarcity leads groups to trade goods with others.

E People use new tools and decide what to do next.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?*. The sentence on the flap shows where it is.
2. **SHOW IT:** Under each flap, write what the word means and sketch it.
3. **USE IT IN WRITING:** Write your own sentence using the word.

Under the flaps: glue this page part into your notebook first. Then glue each flap from the Cut-Out Pieces page on top of its matching box.

geography

My meaning:

My sentence using the word:

Sketch

scarcity

My meaning:

My sentence using the word:

Sketch

climate

My meaning:

My sentence using the word:

Sketch

technology

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 4.7F, 4.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 4.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 4 • Cluster 8
Research

These pieces go with page 10. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab geography "Geography describes more than where a place is located on a map." lift the flap glue tab	glue tab scarcity "Scarcity occurs when people have limited amounts of resources compared with what they want or need." lift the flap glue tab
climate "Climate describes the usual weather patterns of a place over a much longer period." lift the flap	technology "Technology can change what people are able to do with a place." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. How does where people live shape what they can do?
2. Why can a challenge in one place become an opportunity in another?
3. How does scarcity lead people to trade?
4. How can a connection help one group but hurt another?
5. Why do people still make choices even when geography matters?
6. How does technology change the way people use a place?

Spin, then talk with a partner. Point to the words in the passage that prove your answer. Record one idea you said and one idea your partner said.

I said:

My partner said:

TEKS Connection: 4.7G, 4.7C **Why It Matters:** Students discuss specific ideas that are important to the meaning of the text and point to the words that prove their thinking.

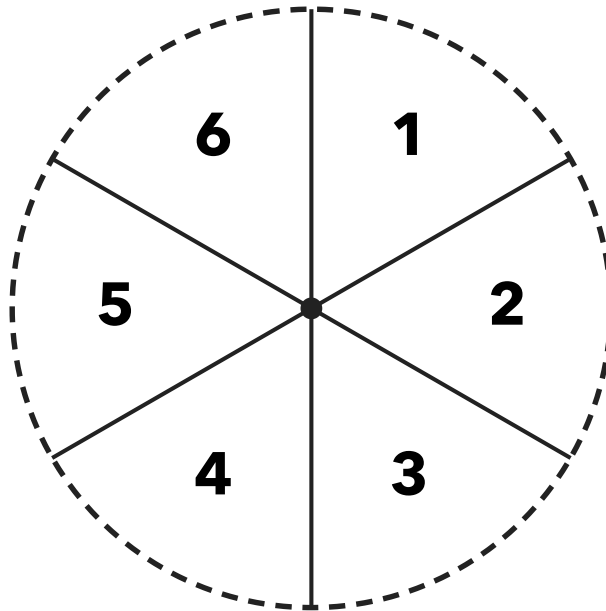
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 8
Research

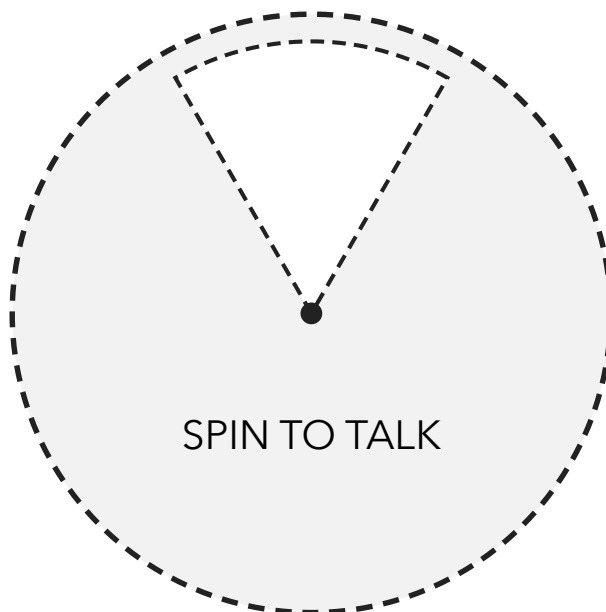
These pieces go with page 12. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Name: _____

Date: _____

Fold-Open Case File: Student Directions

1. **FIND IT:** Read each prompt in the case file.
2. **SHOW IT:** Circle the topic, box the action, and triangle the clue word.
3. **CHOOSE IT:** Name the writing job: WHAT, WHY, or HOW.

✂ Cut on the dashed line. Fold the case file closed on the solid line. Glue the back into your notebook.

CASE FILE: The Prompts

Case 1. Why did Mali become wealthy and powerful?

Case 2. How did the Caddo use rivers and forests?

Case 3. Should a community use all of its resources at once?

On each prompt: ○ circle the topic (noun), □ box the action (verb), △ triangle the clue word.

DETECTIVE NOTES

#	○ Topic	□ Action	△ Clue word	The writing job (circle one)
1				WHAT WHY HOW
2				WHAT WHY HOW
3				WHAT WHY HOW

Pick one case. What must your answer do?

TEKS Connection: 4.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build prompts and write three of them.
3. **EXPLAIN IT:** Star the one you can answer best with evidence.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Clue Word (staple here)	Topic (staple here)	Action (staple here)
Why	the Caddo in East Texas	explain reasons
How	Mali's gold and salt trade	describe steps
What changed when	Texas farming and climate	tell the effects
Who helped	new tools in a place	summarize the big idea

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

TEKS Connection: 4.11A **Why It Matters:** Students build prompts from topics, actions, and clue words, which prepares them to plan a first draft for a clear topic, purpose, and audience.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

Prompt: Plan an informational response that tells where change begins, using the PLACE lens.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

PLACE Name the place and its context. Where is it and what is it like?	PROBLEM Name the challenge the place creates. What is hard here?	PEOPLE Think about perspectives and impact. Who is helped and who is hurt?
TRANSFER Connect the learning to a new place. How does this idea work somewhere else?		

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 4.11A, 4.11B(i) **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience, mapping each part of the framework before they write.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. Also: 4.11B(i)

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

1. **FIND IT:** Cut out the strips and reread the passage.
2. **CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
3. **EXPLAIN IT:** Glue the other strips in order on the response mat. Glue the tab into your notebook.

✂ Response mat: cut on the dashed lines • fold the glue tab on the solid line

Question: Put the strips in order to build an informational response about where change begins.

1 Thesis (central idea)

2 Transition + Evidence

3 Transition + Evidence

4 Explanation

5 Conclusion

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 4.11B(i), 4.11B(ii), 4.7C **Why It Matters:** Students organize a thesis (central idea), evidence, and explanation with purposeful structure and reject a detail that does not answer the question.

TEKS 4.11B(i): Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. Also: 4.11B(ii), 4.7C

Cut-Out Pieces: Build the Response

Grade 4 • Cluster 8
Research

These pieces go with page 17. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** Also, when a place lacks something, people trade for it. The text says, "Scarcity occurs when people have limited amounts of resources compared with what they want or need."

✂ **STRIP B** This shows that connections let ideas and goods travel far from where they started. The text says, "Trade can make resources available far from the places where they originally came from."

✂ **STRIP C** Some people traveled in caravans with camels across a desert. The text says, "Merchants traveled in caravans, often using camels to carry goods across the desert."

✂ **STRIP D** Where people live helps shape what they can do, and connecting with others brings more change.

✂ **STRIP E** In the end, place opens doors, but people decide what to do with them. The text says, "People decide what to do next."

✂ **STRIP F** For example, the land gave the Caddo many chances. The text says, "Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life."

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **SHOW IT:** Build the pull tab frame.
2. **CHOOSE IT:** For each panel, rewrite the start sentence using that revision move.
3. **USE IT IN WRITING:** Write your best revised sentence at the bottom.

✂ Cut the two slits in the frame on the dashed lines. Cut out the pull tab and thread it through the slits so one panel shows at a time.

Start here: People live in different places. Place is important because it does stuff. Then people trade and things change a lot.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 4.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 4.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

1. **FIND IT:** Read each sentence and find the mistake.
2. **SHOW IT:** Glue on the sticker that names the fix.
3. **USE IT IN WRITING:** Rewrite the sentence correctly.

Glue the right sticker in the box next to each sentence. Some sentences need two stickers.

1. Because the land gave the Caddo many resources.

sticker

Fix it:

2. People need water they build towns near rivers.

sticker

Fix it:

3. Different regions of Texas has different resources.

sticker

Fix it:

4. Trade routes move goods, they also connect people.

sticker

Fix it:

TEKS Connection: 4.11D(i), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

TEKS 4.11D(i): Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

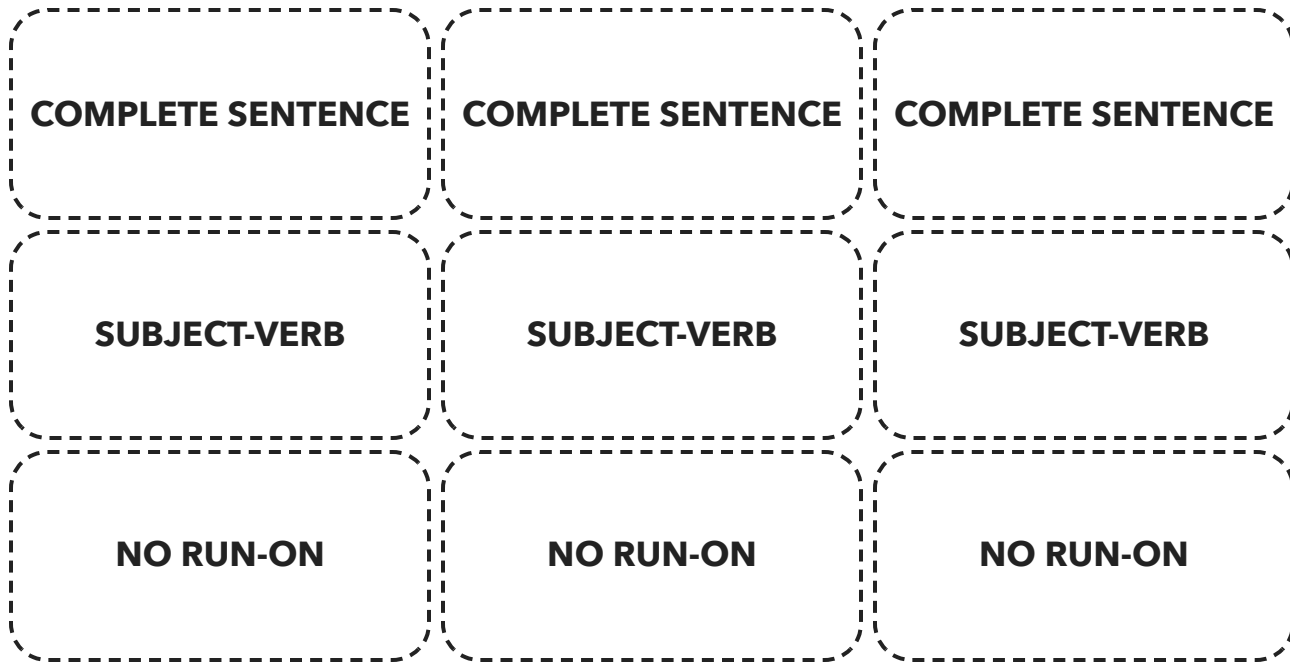
Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 8
Research

These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Where Does Change Begin?

Grade 4 • Cluster 8
Research

Name: _____

Date: _____

Pocket and Compose: Student Directions

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

Evidence Pocket: keep your cut cards and vault notes here while you write.

fold up on the solid line · glue the sides

Write a brief informational response that answers the question Where Does Change Begin? Use the PLACE lens to explain how a place and its resources shape what people can do, and use the passages as your evidence.

Check my writing:

- My introduction states a clear thesis (central idea).
- I use transitions like for example, also, and in the end.
- I include relevant details and evidence from the passages.
- My conclusion wraps up the thesis (central idea).

TEKS Connection: 4.12B, 4.7C, 4.11B(i) **Why It Matters:** Students compose an informational text with a clear central idea, genre characteristics, and craft, supported by text evidence.

TEKS 4.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 4.7C, 4.11B(i)

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build research questions and write three.
3. **EXPLAIN IT:** Star the best one and rewrite it so it is clear and specific.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Question Starter (staple here)	Topic (staple here)	Ending (staple here)
How did	the Caddo of East Texas	shape daily life?
Why did	Mali and its trade routes	become wealthy and powerful?
What changed when	Texas regions and their resources	use wind and sunlight?
Who helped	travelers and new technology	connect far away places?

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

My Research Plan Fold-Out

Grade 4 • Cluster 8
Research

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

With your teacher, plan research on a question from your Question Builder.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

1. My research question Write it in your own words.	2. What I already know List two facts.	3. Where I will look Name two sources.
4. What I will record Q, P, E1, E2 cards	5. My timeline Day 1, Day 2, Day 3	6. How I will share Written, oral, or multimodal

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 4.13B **Why It Matters:** Students develop and follow a research plan with adult assistance, deciding what to ask, where to look, and how to record and share.

Name: _____

Date: _____

Pocket and Cards: Student Directions

1. **FIND IT:** Gather one fact from each of your sources.
2. **SHOW IT:** Fill in one card for each fact.
3. **EXPLAIN IT:** Store the cards in the pocket for your research paragraph.

Card pocket: store your finished cards here.

fold up on the solid line · glue the sides

✂ Cut out the cards. Fill in one card for each piece of information.

Source Card 1

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

Source Card 2

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

Source Card 3

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

Source Card 4

Source title: _____

Fact I found (Q or P): _____

What it tells me about my question (E2): _____

TEKS Connection: 4.13C, 4.13E **Why It Matters:** Students identify and gather relevant information from a variety of sources and show they understand it by recording it in their own words.

Primary or Secondary Source Sort

Grade 4 • Cluster 8
Research

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Is each source primary or secondary?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Primary Source (made by someone who was there) fold up on the solid line • glue the sides	Secondary Source (made later by someone who studied it) fold up on the solid line • glue the sides
--	---

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 4.13D **Why It Matters:** Students identify primary and secondary sources, which helps them judge where information comes from.

Cut-Out Pieces: Primary or Secondary Source Sort

Grade 4 • Cluster
8
Research

These pieces go with page 26. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 a Caddo family's old farm tools found in East Texas	2 a letter written by a Mali merchant who traveled by camel
3 a photograph taken by a Texas farmer of a new wind turbine	4 a textbook chapter about the kingdom of Mali
5 an encyclopedia article about Texas regions	6 a library book about world trade routes

Paraphrase or Plagiarism Sort

Grade 4 • Cluster 8
Research

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Source sentence: "Mali's location near important trade routes helped the kingdom become wealthy and powerful." Which notes are a fair paraphrase, and which copy words without quotation marks or credit?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Paraphrase with Credit

fold up on the solid line · glue the sides

Plagiarism: Copied Without Credit

fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 4.13F **Why It Matters:** Students recognize the difference between paraphrasing and plagiarism when using source materials.

TEKS 4.13F: Recognize the difference between paraphrasing and plagiarism when using source materials.

Cut-Out Pieces: Paraphrase or Plagiarism Sort

Grade 4 • Cluster 8
Research

These pieces go with page 28. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 Mali grew rich and strong because it sat close to busy trade routes (What Shapes a Society? Place, Resources, and Connection).

2 Because so many trade routes passed nearby, the kingdom of Mali gained wealth and power (What Shapes a Society? Place, Resources, and Connection).

3 Mali's location near important trade routes helped the kingdom become wealthy and powerful.

4 Salt was valuable because people needed it and because it could help preserve food.

Name: _____

Date: _____

Pocket and Cards: Student Directions

1. **FIND IT:** Look at the title and publisher of each source you used.
2. **SHOW IT:** Fill in one card per source.
3. **USE IT IN WRITING:** Put the cards in ABC order and copy them as your bibliography.

Card pocket: store your finished cards here.

fold up on the solid line · glue the sides

✂ Cut out the cards. Fill in one card for each piece of information.

Bibliography Card 1

Author or publisher:

Title:

Year or date:

Bibliography Card 2

Author or publisher:

Title:

Year or date:

Bibliography Card 3

Author or publisher:

Title:

Year or date:

Bibliography Card 4

Author or publisher:

Title:

Year or date:

TEKS Connection: 4.13G **Why It Matters:** Students develop a bibliography by recording the author or publisher, title, and date of each source.

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **SHOW IT:** Build the spinner.
2. **CHOOSE IT:** Spin for a sharing mode, or choose the one that fits your audience best.
3. **USE IT IN WRITING:** Plan your presentation on the lines.

Ways to share:

1. Write a short report.
2. Give a one-minute talk.
3. Make a labeled poster.
4. Draw and label a timeline.
5. Record a news report.
6. Make a slide with a picture and caption.

Spin, then plan. Tell your audience and what you will show.

My mode and audience:

My plan:

TEKS Connection: 4.13H **Why It Matters:** Students choose an appropriate mode of delivery, written, oral, or multimodal, to present their research results.

TEKS 4.13H: Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

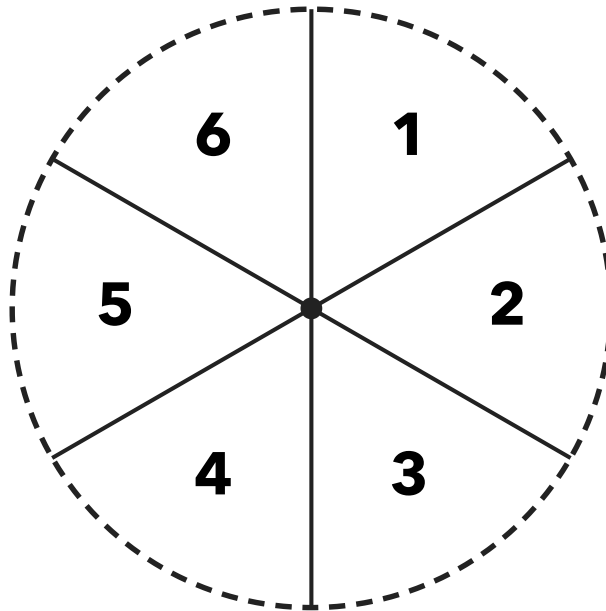
Cut-Out Pieces: Share It Spinner

Grade 4 • Cluster 8
Research

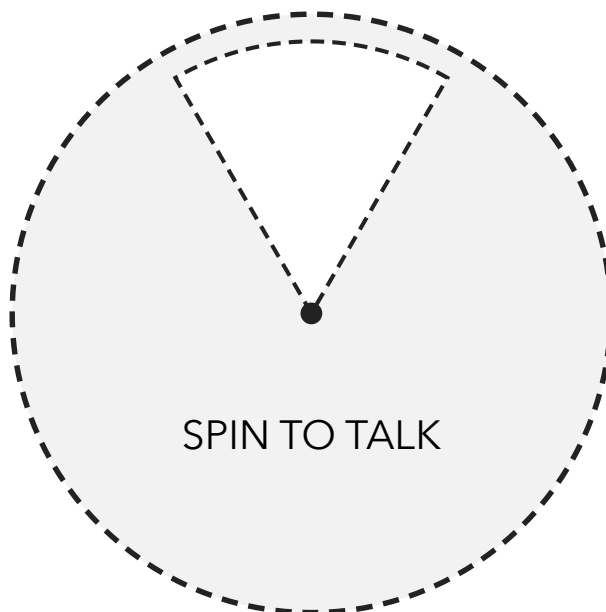
These pieces go with page 31. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *What Shapes a Society? Place, Resources, and Connection* and *What Shapes a Society?* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2		EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

Growing the Quilt: Punch a hole in each corner. Tie this square to classmates' squares with yarn for the class quilt, or keep it in your folder: your personal quilt grows by one square every cluster.

TEKS Connection: 4.7C, 4.7E, 4.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: Caddo Land Sort

Land Helped the Caddo: 1, 2, 3

True, but Not About the Caddo: 4, 5, 6

The first three sentences tell how East Texas rivers, forests, and fertile land helped the Caddo, while the others are true facts about Mali, the Great Plains, and wind energy that do not answer the question.

Page 6: Evidence Vault

Vault 1: "However, geography can create opportunities and challenges that influence how a society develops." *Why:* It shows that place gives both chances and problems, which is the main reason place matters.

Vault 2: "People still make choices, solve problems, create new ideas, and change their surroundings." *Why:* It proves people are not controlled by place, so their decisions help decide what happens.

Vault 3: "People make decisions based on needs, knowledge, values, traditions, resources, and goals." *Why:* It explains that people's choices, not just the land, shape what a society becomes.

Page 8: How Change Happens

Correct order: A (Place offers chances), B (Resources chosen), D (Trade begins), C (Ideas spread), E (People decide)

Model summary: Place gives each society chances, so people use resources carefully, and when resources are scarce they trade, and trade connects people and spreads ideas, but people still choose what to do with new tools.

Page 10: Word Flaps

geography: the study of Earth's land, water, climate, and living things

scarcity: when there is not enough of something people need or want

climate: the usual weather of a place over many years

technology: the tools and machines people make and use to do work

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 12: Talk It Out Spinner

Strong answers point to specific places from the passages and explain that place opens chances, resources and climate shape choices, trade connects people, connections can help or hurt, and people decide what to do.

Page 14: Question Detective Case File

1	Mali, gold, trade routes	explain	Why	WHY: give reasons that show cause and effect
2	Caddo, rivers, forests	describe	How	HOW: explain the steps or ways something was done
3	community, resources	decide and defend	Should	SHOULD: take a side and give reasons with evidence

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Model: Why did Mali's gold and salt trade make the kingdom wealthy and powerful? Explain reasons using evidence from the passages. Students circle the topic, box the action, and triangle the clue word.

Page 16: PLACE Research Planner

PLACE: East Texas has rivers, forests, and fertile land. PROBLEM: people still must decide how to use these resources.

PEOPLE: rivers and forests helped the Caddo farm, travel, and build, and contacts could also bring loss for some.

TRANSFER: the same idea works where a dry region learns to use wind and sunlight for energy.

Page 17: Build the Response

1	Strip D: Where people live helps shape what they can do, and connecting with others brings more change.
2	Strip F: For example, the land gave the Caddo many chances. The text says, "Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life."
3	Strip A: Also, when a place lacks something, people trade for it. The text says, "Scarcity occurs when people have limited amounts of resources compared with what they want or need."
4	Strip B: This shows that connections let ideas and goods travel far from where they started. The text says, "Trade can make resources available far from the places where they originally came from."
5	Strip E: In the end, place opens doors, but people decide what to do with them. The text says, "People decide what to do next."

Distractor Jail, Strip C: It is a true detail about Mali, but it does not explain where change begins or support the central idea of the response.

Page 19: Revision Pull Tab

Model: *People live in many different places, and each place offers its own chances. The land can shape the food people grow and the work they do, so people must make careful choices. When communities trade, ideas and goods travel, and connections can change many lives.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [COMPLETE SENTENCE] The land gave the Caddo many resources.
2. [NO RUN-ON] People need water, so they build towns near rivers.
3. [SUBJECT-VERB] Different regions of Texas have different resources.
4. [NO RUN-ON] Trade routes move goods, and they also connect people.

Page 22: Where Does Change Begin?

A strong response has an introduction with a clear thesis (central idea), transitions with evidence, an explanation, and a conclusion. Model opening: Where does change begin? Change begins in a place, because the land and its resources open some doors and close others, and people decide how to use them.

Page 23: Question Builder

Model: How did the Caddo of East Texas shape daily life? To clarify it, name the group and the place, then ask exactly what changed and who it helped.

Page 24: My Research Plan Fold-Out

Plans will vary. Look for a clear question, at least two named sources, a note-taking plan, and a sharing choice.

Page 25: Source Cards

Cards will vary. Each card names its source, records a relevant quotation or paraphrase, and explains how it answers the research question.

Page 26: Primary or Secondary Source Sort

Primary Source (made by someone who was there): 1, 2, 3

Secondary Source (made later by someone who studied it): 4, 5, 6

Page 28: Paraphrase or Plagiarism Sort

Paraphrase with Credit: 1, 2

Plagiarism: Copied Without Credit: 3, 4

Plagiarism cards copy the exact words with no quotation marks and no credit.

Page 30: Bibliography Pocket

Model card: Author or publisher: The Writing Academy, LLC. Title: *What Shapes a Society? Place, Resources, and Connection*. Year: the date on the class copy. Cards should be in alphabetical order.

Page 31: Share It Spinner

Plans will vary. Look for a mode that fits the audience and a plan with the research question, two credited facts, and a conclusion.

Page 33: Thinking Quilt Square

Center: Change begins in a place, where resources and connections open new possibilities that people choose how to use.

Patch 1: "However, geography can create opportunities and challenges that influence how a society develops."

Patch 2: "A challenge in one situation can become an opportunity in another."

Patch 3: "Trade can make resources available far from the places where they originally came from."

Patch 4: "People make decisions based on needs, knowledge, values, traditions, resources, and goals."

Border: scarcity. Sentence: When a community has scarcity, it may trade with others to get what it needs. Sketch: Draw a river town on one side and a far away market on the other, with arrows showing goods and ideas traveling between them.

Accept any evidence copied word for word that supports the student's thesis (central idea).