

THE INTERACTIVITY WRITER'S NOTEBOOK

# Grade 5 InterActivity Writer's Notebook

*Cluster 8: Research*

Cluster 8

20 Hands-On Pages

Framework: HABITS

Passages: *From Protest to Participation: How a Nation Changes***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 5 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. 5.12 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 5 • Cluster 8  
Research

| Activity                         | TEKS                      | Page  |
|----------------------------------|---------------------------|-------|
| Ideas Into Changes               | 5.7C                      | 4-5   |
| Evidence Vault                   | 5.7C, 5.11B(ii)           | 6-7   |
| How Change Grows                 | 5.7D, 5.7E                | 8-9   |
| Word Flaps                       | 5.7F, 5.7E                | 10-11 |
| Talk It Out Spinner              | 5.7G, 5.7C                | 12-13 |
| Question Detective Case File     | 5.11A                     | 14    |
| Mystery Prompt Generator         | 5.11A                     | 15    |
| HABITS Planner                   | 5.11A, 5.11B(i)           | 16    |
| Build the Response               | 5.11B(i), 5.11B(ii), 5.7C | 17-18 |
| Revision Pull Tab                | 5.11C                     | 19    |
| Editing Stickers                 | 5.11D(x), 5.11D(i)        | 20-21 |
| How Ideas Become Changes         | 5.12B, 5.7C, 5.11B(i)     | 22    |
| Question Builder                 | 5.13A                     | 23    |
| My Research Plan Fold-Out        | 5.13B                     | 24    |
| Source Cards                     | 5.13C, 5.13E              | 25    |
| Primary or Secondary Source Sort | 5.13D                     | 26-27 |
| Paraphrase or Plagiarism Sort    | 5.13F                     | 28-29 |
| Bibliography Pocket              | 5.13G                     | 30    |
| Share It Spinner                 | 5.13H                     | 31-32 |
| Thinking Quilt Square            | 5.7C, 5.7E, 5.7F          | 33    |
| <b>Answer Key</b>                | All pages                 | 34    |

**TEKS in this book:** 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(i), 5.11D(x), 5.12B, 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pocket Sort: Student Directions

1. **FIND IT:** Reread *From Protest to Participation: How a Nation Changes* 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: Which sentences show how ideas about rights became real changes?**

✂ 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.

**Answers: Ideas Become Real Changes**

fold up on the solid line · glue the sides

**True but Not Relevant**

fold up on the solid line · glue the sides

**EXPLAIN IT:** Card number \_\_\_\_ belongs in its pocket because

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**TEKS Connection:** 5.7C **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 5.7C: Use text evidence to support an appropriate response.

# Cut-Out Pieces: Ideas Into Changes

Grade 5 • 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** "The Declaration stated that people possess rights that government should protect."

**2** "The first ten amendments became known as the Bill of Rights."

**3** "In 1787, delegates met at the Constitutional Convention."

**4** "Its torch suggests light and liberty."

**5** "One family may support a new road."

**6** "Immigrant families arriving through places such as Ellis Island often came for different reasons."

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *From Protest to Participation: How a Nation Changes*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

**Question: How did the Declaration of Independence keep shaping the nation long after 1776?**

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:** 5.7C, 5.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (5.7C) to relevant details that develop an idea (5.11B(ii)).

# Cut-Out Pieces: Evidence Vault

Grade 5 • 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                               |
| <b>VAULT 1</b><br>Find the sentence about the standard the Declaration created. | <b>VAULT 2</b><br>Find the sentence about future Americans. |
| glue tab · fold on solid line                                                   |                                                             |
| <b>VAULT 3</b><br>Find the sentence about the question that never went away.    |                                                             |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Accordion Fold: Student Directions

1. **FIND IT:** Reread *From Protest to Participation: How a Nation Changes*.
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.

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**TEKS Connection:** 5.7D, 5.7E **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 5.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 5.7E

# Cut-Out Pieces: How Change Grows

Grade 5 • 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** Colonists signed petitions and joined boycotts.

**B** Colonists asked why Britain could tax them with no voice.

**C** The Declaration announced independence and explained rights.

**D** Delegates met in 1787 and wrote the Constitution.

**E** The Bill of Rights protected freedoms, and the work continued.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *From Protest to Participation: How a Nation Changes*. 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.

### representation

My meaning:

My sentence using the word:

Sketch

### boycotts

My meaning:

My sentence using the word:

Sketch

### legitimate

My meaning:

My sentence using the word:

Sketch

### compromise

My meaning:

My sentence using the word:

Sketch

**TEKS Connection:** 5.7F, 5.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 5.7E names as meaningful interaction with a source.

# Cut-Out Pieces: Word Flaps

Grade 5 • 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.

|                                                                                                                                                             |                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>glue tab</p> <p><b>representation</b></p> <p>"Their complaint became known as taxation without representation."</p> <p>lift the flap</p> <p>glue tab</p> | <p>glue tab</p> <p><b>boycotts</b></p> <p>"Merchants participated in boycotts by refusing to purchase certain British goods."</p> <p>lift the flap</p> <p>glue tab</p> |
| <p><b>legitimate</b></p> <p>"It also argued that governments receive their legitimate power from the consent of the governed."</p> <p>lift the flap</p>     | <p><b>compromise</b></p> <p>"Compromise and fairness are not the same thing."</p> <p>lift the flap</p>                                                                 |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Spinner Wheel: Student Directions

1. **FIND IT:** Reread *From Protest to Participation: How a Nation Changes*.
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 did a small complaint about taxes grow into a movement for change?
2. Why is a compromise not the same thing as fairness?
3. How did the ideas in the Declaration keep working long after 1776?
4. What does it take to have a voice that really counts?
5. How are listening and respectful disagreement part of participation?
6. Why is democracy never completely finished?

**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:

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My partner said:

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**TEKS Connection:** 5.7G, 5.7C **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.

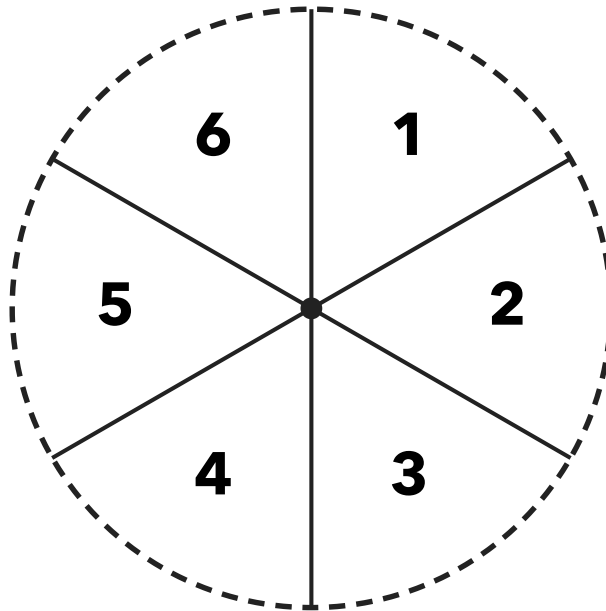
# Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 8  
Research

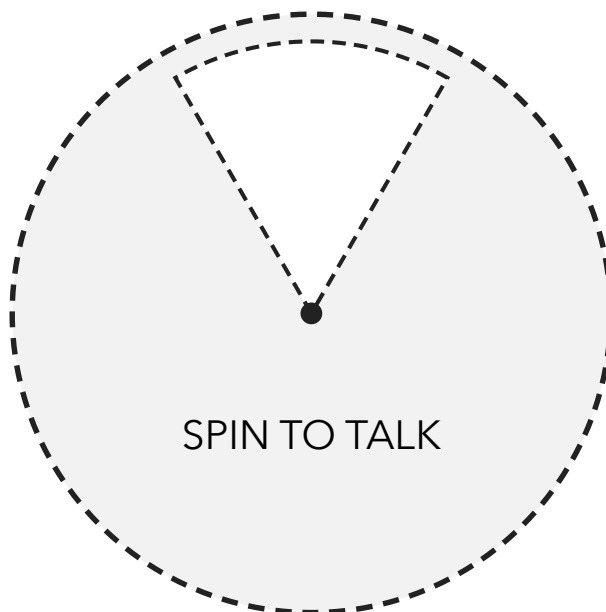
These pieces go with page 12. Cut on the dashed lines only.

✂ 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.** What did colonists mean when they complained about taxation without representation?

**Case 2.** Why did the Three-Fifths Compromise trouble the nation even after it helped finish the Constitution?

**Case 3.** How did the Bill of Rights make expectations visible to citizens?

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<br>WHY<br>HOW           |
| 2 |         |          |             | WHAT<br>WHY<br>HOW           |
| 3 |         |          |             | WHAT<br>WHY<br>HOW           |

Pick one case. What must your answer do?

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**TEKS Connection:** 5.11A **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 5.11A: 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.

# Mystery Prompt Generator

Grade 5 • Cluster 8  
Research

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 colonists       | explain              |
| How                     | the Constitution    | describe             |
| What                    | the Bill of Rights  | give reasons         |
| Should                  | new citizens        | show                 |

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

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**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:** 5.11A **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 5.11A: 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: HABITS (Habitual Actions Build Independent Thinkers). Use HABITS to plan a short informational response about how ideas about rights became real changes.**

✂ 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.

|                                                                                               |                                                                                    |                                                                                  |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p><b>Opening Hook</b><br/>Open with a strong hook about change.</p>                          | <p><b>Thesis (central idea)</b><br/>Answer with a clear thesis (central idea).</p> | <p><b>Facts and Details</b><br/>Build in facts and details from the passage.</p> |
| <p><b>Transition and Explanation</b><br/>Include a transition and explain why it matters.</p> | <p><b>Conclusion</b><br/>Tie it all together with a conclusion.</p>                |                                                                                  |

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

**TEKS Connection:** 5.11A, 5.11B(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 5.11A: 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: 5.11B(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 a short informational response about how ideas become changes.**

**1** Thesis (central idea)

**2** Transition + Evidence

**3** Explanation

**4** Transition + Evidence

**5** Conclusion

## DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

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GLUE TAB • glue into notebook

**TEKS Connection:** 5.11B(i), 5.11B(ii), 5.7C **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 5.11B(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: 5.11B(ii), 5.7C

# Cut-Out Pieces: Build the Response

Grade 5 • 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** That question grew into protests, and it showed that a small request can start a big movement.

✂ **STRIP B** A nation changes when citizens ask questions and act on their ideas.

✂ **STRIP C** Later, the Bill of Rights put important freedoms into law. The text says, "The first ten amendments became known as the Bill of Rights."

✂ **STRIP D** For example, colonists asked why Britain could tax them with no voice. The text says, "Their complaint became known as taxation without representation."

✂ **STRIP E** A group might also ask about the cost and effects of a plan. The text says, "How many people could use it?"

✂ **STRIP F** So the work of democracy continues with each new generation.

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:** A nation changes when people ask questions. The colonists were unhappy about taxes. Later the Constitution was written.

✂ Pull tab

**ADD: add a detail from the passage**

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**DELETE: take out words that repeat or do not help**

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**COMBINE: join two short sentences with a transition or conjunction**

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**WORD CHOICE: trade a broad word for a precise word**

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**PULL ↓**

**My best sentence:**

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**TEKS Connection:** 5.11C **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 5.11C: 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. Some wrote letters and some signed petitions.

sticker

Fix it:

\_\_\_\_\_

2. Abigail Adams wrote Remember the Ladies to her husband.

sticker

Fix it:

\_\_\_\_\_

3. When the new taxes passed the colonists protested.

sticker

Fix it:

\_\_\_\_\_

4. The delegates met in 1787 and they wrote the Constitution.

sticker

Fix it:

\_\_\_\_\_

**TEKS Connection:** 5.11D(x), 5.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including punctuation marks, such as quotation marks in dialogue and commas in compound and complex sentences.

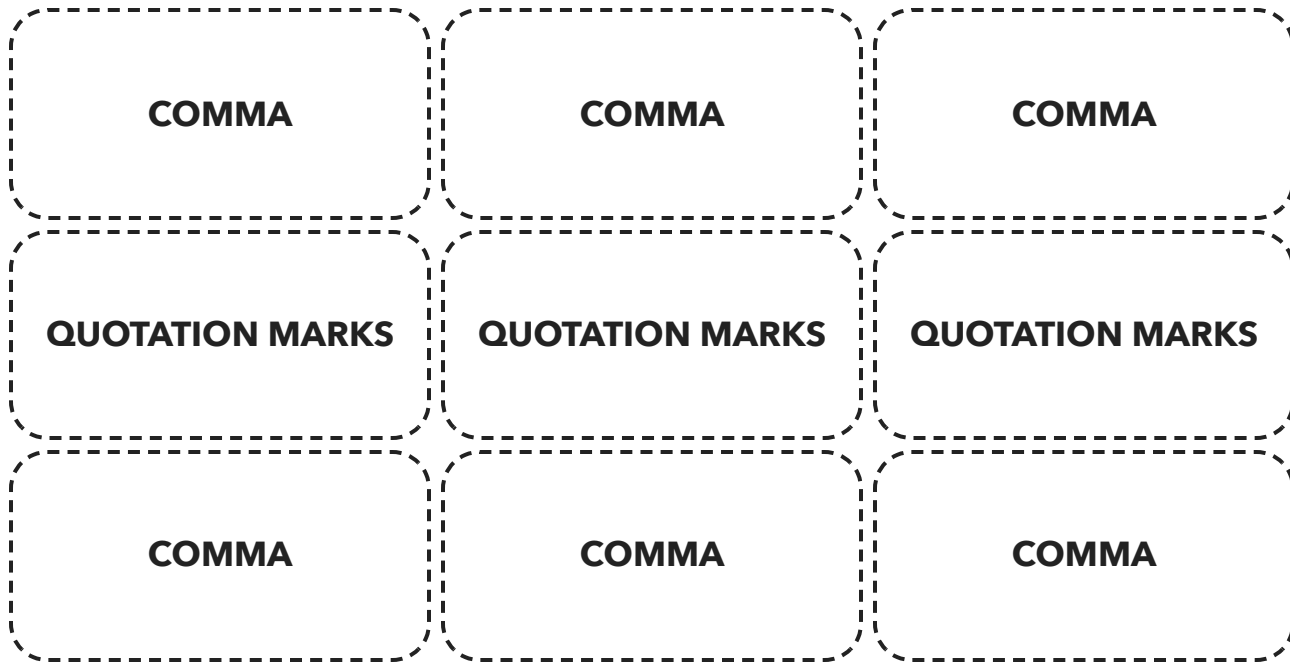
TEKS 5.11D(x): Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences. Also: 5.11D(i)

# Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 8  
Research

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

✂ Cut out the editing stickers on the dashed lines.



Grade 5 · Cluster 8  
**Research**

Date:

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.

fold up on the solid line · glue the sides

[illegible]

- My introduction states my thesis (central idea).
- I used specific facts from the passage, not just my own words.
- I added transitions to connect my ideas and explained why the facts matter.
- My conclusion ties my ideas together.

TEKS 5.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 5.7C, 5.11B(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 colonists              | start a protest?      |
| Why did                        | the delegates in 1787      | reach a compromise?   |
| What changed when              | the Bill of Rights         | protect our freedoms? |
| Who helped                     | immigrants at Ellis Island | find a new home?      |

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

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**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 5 • 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.

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

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

**TEKS Connection:** 5.13B **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:** 5.13C, 5.13E **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 5 • Cluster 8  
Research

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pocket Sort: Student Directions

1. **FIND IT:** Reread *From Protest to Participation: How a Nation Changes* 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.

|                                                                                                                |                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p><b>Primary Source (made by someone who was there)</b></p> <p>fold up on the solid line · glue the sides</p> | <p><b>Secondary Source (made later by someone who studied it)</b></p> <p>fold up on the solid line · glue the sides</p> |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

**EXPLAIN IT:** Card number \_\_\_\_ belongs in its pocket because

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**TEKS Connection:** 5.13D **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 5 · 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.

|                                                                    |                                                                |
|--------------------------------------------------------------------|----------------------------------------------------------------|
| <b>1</b> the Declaration of Independence, written in 1776          | <b>2</b> a letter Abigail Adams wrote to John Adams            |
| <b>3</b> the Constitution created at the Constitutional Convention | <b>4</b> a history book about the American Revolution          |
| <b>5</b> a museum exhibit about the Bill of Rights                 | <b>6</b> a documentary about families arriving at Ellis Island |

# Paraphrase or Plagiarism Sort

Grade 5 • Cluster 8  
Research

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pocket Sort: Student Directions

1. **FIND IT:** Reread *From Protest to Participation: How a Nation Changes* 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: "It is a continuing process of ideas, decisions, actions, and consequences." 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

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**TEKS Connection:** 5.13F **Why It Matters:** Students recognize the difference between paraphrasing and plagiarism when using source materials.

# Cut-Out Pieces: Paraphrase or Plagiarism Sort

Grade 5 • 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** A nation keeps changing through an ongoing cycle of thoughts, choices, and results (From Protest to Participation: How a Nation Changes).

**2** Citizens keep checking whether their actions line up with the beliefs they say they hold (From Protest to Participation: How a Nation Changes).

**3** It is a continuing process of ideas, decisions, actions, and consequences.

**4** That is how a nation continues changing.

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:** 5.13G **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:

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My plan:

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**TEKS Connection:** 5.13H **Why It Matters:** Students choose an appropriate mode of delivery, written, oral, or multimodal, to present their research results.

TEKS 5.13H: Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

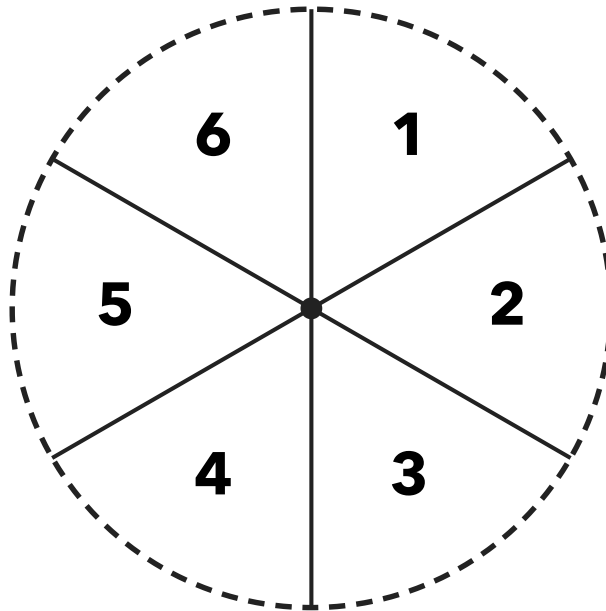
# Cut-Out Pieces: Share It Spinner

Grade 5 • Cluster 8  
Research

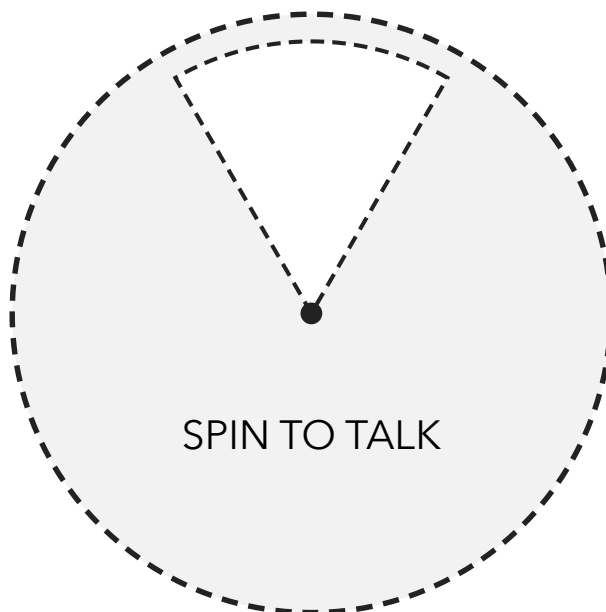
These pieces go with page 31. Cut on the dashed lines only.

✂ 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 *From Protest to Participation: How a Nation Changes* 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.

|                                           |                                                                                                                                                                                                           |                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>BORDER:</b><br>Vocabulary word         | <b>EVIDENCE PATCH 1: Copy the words exactly.</b>                                                                                                                                                          | <b>BORDER:</b><br>Illustrate the word               |
| <b>EVIDENCE PATCH 2</b>                   | <div data-bbox="418 743 1203 1570" data-label="Image"> <p><b>CENTER: My Thesis (Central Idea)</b><br/>How do ideas about freedom and rights turn into real changes that keep a nation growing?</p> </div> | <b>EVIDENCE PATCH 3</b>                             |
| <b>BORDER: Use the word in a sentence</b> | <b>EVIDENCE PATCH 4</b>                                                                                                                                                                                   | <b>Quilt square for this cluster • Quilt maker:</b> |

**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:** 5.7C, 5.7E, 5.7F **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: Ideas Into Changes

**Answers: Ideas Become Real Changes:** 1, 2, 3

**True but Not Relevant:** 4, 5, 6

The three answering sentences each show a real step where an idea about rights turned into a document, a law, or a government, while the other three are true details that do not show that change.

## Page 6: Evidence Vault

**Vault 1:** "These ideas created a standard against which government could be judged." *Why:* It shows the Declaration gave people a way to measure whether their government was doing right, which is what let later citizens challenge unfair actions.

**Vault 2:** "It also gave future Americans language they could use to challenge the nation when its actions failed to match those beliefs." *Why:* It proves the document kept working long after it was written by giving every new generation words to demand the promised rights.

**Vault 3:** "That question did not disappear." *Why:* It connects the promise of liberty to the ongoing fight for equal rights, showing the idea kept pushing the nation to change.

## Page 8: How Change Grows

Correct order: B (A Question), A (Protest Grows), C (Ideas in Words), D (New Government), E (Work Continues)

Model summary: A nation changes when citizens ask fair questions, turn them into protests and documents, build a government, and keep working to fix what is still unfair.

## Page 10: Word Flaps

**representation:** having someone chosen to speak and act for a group of people.

**boycotts:** refusing to buy or use something to show you disagree.

**legitimate:** lawful and proper; having the right to be obeyed.

**compromise:** an agreement where each side gives up something to make a deal.

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 facts from the passage, explain how ideas turned into actions like protests, documents, and laws, and connect each example to the big idea that democracy keeps changing.

## Page 14: Question Detective Case File

|   |                                               |              |      |                                        |
|---|-----------------------------------------------|--------------|------|----------------------------------------|
| 1 | colonists and taxation without representation | explain      | What | WHAT: identify and explain the meaning |
| 2 | the Three-Fifths Compromise                   | give reasons | Why  | WHY: give reasons with evidence        |
| 3 | the Bill of Rights                            | explain      | How  | HOW: explain the way it works          |

## Page 15: Mystery Prompt Generator

Prompts will vary. Model: How did the Bill of Rights show which freedoms the government must protect? Students circle the topic, box the action, and triangle the clue word.

## Page 16: HABITS Planner

Opening Hook: A nation changes when people ask questions. Thesis (central idea): Ideas about freedom and rights become real when citizens act on them. Facts and Details: Colonists protested unfair taxes, and the Declaration explained that people have rights. Transition and Explanation: Because of this, later Americans used those words to demand equal rights, and the Bill of Rights made freedoms visible in law. Conclusion: So democracy keeps changing as each generation works toward its ideals.

## Page 17: Build the Response

|   |                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Strip B: A nation changes when citizens ask questions and act on their ideas.                                                                                     |
| 2 | Strip D: For example, colonists asked why Britain could tax them with no voice. The text says, "Their complaint became known as taxation without representation." |
| 3 | Strip A: That question grew into protests, and it showed that a small request can start a big movement.                                                           |
| 4 | Strip C: Later, the Bill of Rights put important freedoms into law. The text says, "The first ten amendments became known as the Bill of Rights."                 |
| 5 | Strip F: So the work of democracy continues with each new generation.                                                                                             |

**Distractor Jail, Strip E:** It is about planning a town park, not about how ideas about rights became real changes.

## Page 19: Revision Pull Tab

Model: *A nation changes when people ask questions and then take action. The colonists, unhappy about taxes, asked who had a voice, and that question led to protests. Over time, their ideas became the Declaration of Independence, the Constitution, and the Bill of Rights. Each new generation keeps asking whether the nation lives up to its ideals.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

## Page 20: Editing Stickers

1. [COMMA] Some wrote letters, and some signed petitions.
2. [QUOTATION MARKS] Abigail Adams wrote "Remember the Ladies" to her husband.
3. [COMMA] When the new taxes passed, the colonists protested.
4. [COMMA] The delegates met in 1787, and they wrote the Constitution.

## Page 22: How Ideas Become Changes

A strong response includes a clear thesis (central idea), several exact facts from the passage, and an explanation of how each fact shows change. Model opening: A nation changes when citizens ask fair questions and act on their ideas. In the United States, a simple complaint about unfair taxes grew into protests, documents, and new laws that keep shaping the country today.

## Page 23: Question Builder

A model research question is: How did the colonists start a protest? To clarify it, I would name one specific tax and one specific action, such as the Stamp Act and the boycotts.

## 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: *From Protest to Participation: How a Nation Changes*. 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:** Ideas about freedom and rights become real when citizens ask questions, take action, and keep working to make the nation match its ideals.

**Patch 1:** "The Declaration stated that people possess rights that government should protect."

**Patch 2:** "The first ten amendments became known as the Bill of Rights."

**Patch 3:** "In 1787, delegates met at the Constitutional Convention."

**Patch 4:** "They can use evidence to judge whether a policy is working."

**Border:** compromise. Sentence: A compromise helped the delegates finish the Constitution, but it did not make slavery fair. Sketch: Sketch a large question mark on the left that grows into a law book and a ballot on the right.

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