



THE WRITING ACADEMY®, LLC



Module 3

LEGACY AND EVIDENCE: What Lasts, and How Do We Know?

Grade 4 · Cluster 8



Tackling TEKS · Reading & Writing



4.13(A) · 4.13(B) · 4.13(C) · 4.13(D) · 4.13(E) · 4.13(F) · 4.13(G) · 4.13(H) · 4.11(C) · 4.11(D)

★ Meet Our Week!

Week 3 · Very High Stamina · Cluster 8 (Research Convergence)

★ Daily Deck

I Will...

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

I Can...

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



Which One Tells History Best?

Day 1 · Gather & Reveal

★ Daily Deck

Passage: “The Evidence Room: What Did They Leave Behind?”

How can researchers decide what a society left behind?

Bring/display: a map, a song title, a photograph, a law, an artifact, a painting.

Ask: Which one tells history best?

“The answer is not one of them.” “Each source can tell us something different.”





Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!





Every Source Has Power and Limit

★ Daily Deck

Day 1 · Reveal

P

POWER

what it can tell us

L

LIMIT

what it cannot tell us alone

C

CORROBORATE

Compare another source.

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

Researchers become more confident when different sources support the same conclusion.





Combine Evidence Into a Conclusion

★ Daily Deck

Day 1 · Reveal (cont.)

Source Model

A pottery bowl can reveal culture.

A map can reveal connection.

A document can preserve an idea.

A painting can reveal what people valued.

A song can carry a community's voice.

A geographic map can reveal relationships between land and work.

Watch Me!

Conclusion: Each source gives us one piece.
Researchers build stronger explanations when they connect the pieces.

Power: Skill, art, trade, craftsmanship, or community life.

Limit: It cannot explain every part of Caddo culture.

Corroboration: Historical records, archaeological findings, and information from Caddo people.





SOURCE DETECTIVE: WHAT CAN IT PROVE?

★ Daily Deck

Day 2 · Attempt · Partner Game

Passage: “The Evidence Room: What Did They Leave Behind?”

How to Play

- 1 Draw a Claim Card.
- 2 Draw three Source Cards.
- 3 Select the strongest source.
- 4 Explain what it proves.
- 5 Explain one limitation.
- 6 EARN: 1 point strong evidence; 1 point explanation; 1 point source limitation; 1 bonus point for a corroborating source

With Your Group...

Claim Card C

Ideas can influence people long after they begin.

Strongest likely match

Magna Carta / What We Carry Forward /
Passage 16



“Why is a source not strong just because it contains the word in your thesis (central idea)?”

Which source tells the most about what people valued? Explain its limit.

Can students explain why a source is strongest for the claim?



R-E1-E2 Planning Sequence

Day 3 · Discuss (cont.)

★ Daily Deck

Societies are also shaped by the changes, culture, and legacies that remain after people act.

**evidence about
culture/legacy**

**evidence from a
second source type**

**source limitation or
perspective sentence**

Explain what remained or changed and connect the paragraph to the thesis (central idea).





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

①

Write the assigned R exactly.

②

Select and credit E1 about culture or legacy.

③

Select and credit E1 from a second source type.

④

Add a source limitation or perspective sentence.

Students independently write Body Paragraph 3.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Partners point to the exact sentence earning each award and explain why it is accurate, relevant, and connected to the assigned R.

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

Target 🎯

My strongest source match is _____
because _____.

Curiosity Questions

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



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

How can researchers decide what a society left behind?

“This source is _____.”

“It can help us understand _____.”

“It cannot tell us _____.”

“A second source I would compare is _____.”

“Together these sources help prove _____.”

Listeners identify the source type, listen for both power and limit, and decide whether the second source truly corroborates the explanation.





Power/Limit Two-Column Support

Small-Group Support

★ Daily Deck

Return to one Evidence Room exhibit. Fold paper into CAN TELL and CANNOT TELL ALONE.

Students place one exact source detail in the first column and one exact limitation in the second.

Only after both are accurate do students select a corroborating source.

Q/P/C Support
They compare wording and sentence structure, label Q or P, and add source credit.

What does it mean? Why does it matter? How does it prove the R?

Curator's Challenge

Enrichment · Write in your notebook

Students answer all four Evidence Room claims and rank the strongest source for each:

For each ranking, students identify the source's power, limit, and best corroborating source.

Geography can influence
the way people live and
work.

Connections between
communities can create
change.

Ideas can influence
people long after they
first appear.

Culture can be
preserved through art
and music.

★ My Progress Tracker

This tracker is for **YOU!** As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
I identify the kind of source.	Not yet	Getting set	I can do it
I explain what a source can tell.	Not yet	Getting set	I can do it
I explain what it cannot tell alone.	Not yet	Getting set	I can do it
I select a corroborating source.	Not yet	Getting set	I can do it
I distinguish Q, P, and C.	Not yet	Getting set	I can do it
I give source credit for Q and P.	Not yet	Getting set	I can do it
I use the assigned R exactly.	Not yet	Getting set	I can do it
I use two source types.	Not yet	Getting set	I can do it
My E2 explains meaning, importance, and proof.	Not yet	Getting set	I can do it
I connect legacy evidence to the thesis (central idea).	Not yet	Getting set	I can do it



Citizenship Connection

Good Citizens · Our Community & Country

★ The Magna Carta

“The Magna Carta was created after conflict between King John and powerful barons. The document placed some limits on the king’s power and strengthened the idea that rulers should also be subject to law.”

Let's Look at an Answer!

Prompt: How can researchers decide what a society left behind?

LOW

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

What Needs Improvement: The response names disconnected facts but does not use the assigned R, credit or compare sources, explain a limitation, or show what remained or changed.

Let's Look at Another Answer!

Prompt: How can researchers decide what a society left behind?

MEDIUM

Societies are shaped by legacies that continue after events end. Texas musicians preserved culture through their music. The Magna Carta also preserved an idea about limiting the power of rulers. These examples show that songs and documents can carry ideas into the future.

What Needs Improvement: The response connects two legacy examples, but it needs the assigned R, source credit, a source limitation or perspective, and deeper E2 explaining what the sources prove together.

Our Strongest Answer!

Prompt: How can researchers decide what a society left behind?

HIGH

Societies are also shaped by the changes, culture, and legacies that remain after people act. The Evidence Room explains that Texas performers such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped preserve or represent cultural experiences through music. A concert program alone cannot explain every listener's reaction, but it provides evidence about whose voices were publicly shared. Passage 16 similarly explains that the Magna Carta did not immediately create equal rights, yet the idea that rulers should be subject to law continued influencing later political thought. Together, the sources show that a legacy is not simply something old. A legacy is something from the past that continues to shape what later people understand, value, question, or create.

★ This is our target!