
GRADE 4

CLUSTER 8

Research Convergence: What Shapes Our World?

Module 1 · PLACE: Where Does Change Begin?

Module 2 · IDEAS AND CHOICES: How Do People Turn Possibility Into Change?

Module 3 · LEGACY AND EVIDENCE: What Lasts, and How Do We Know?

Module 4 · SYNTHESIS: What Shapes Our World?



The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

PLACE: Where Does Change Begin?

Grade 4 | Cluster 8 | Module 1

Grade: 4

Cluster: 8, Research Convergence

Module: 1 of the cluster

Primary Instructional Category: Grade 4 Research Capstone, PLACE lens

Module Title: PLACE: Where Does Change Begin?

Content Connection / Source: "What Shapes a Society? Place, Resources, and Connection"
(Week 1, Low energy)

Primary TEKS: [4.13\(A\)](#), [4.13\(B\)](#), [4.13\(C\)](#), [4.13\(E\)](#), and [4.13\(F\)](#)

Approximate Daily Instructional Time: 20 minutes per day, across 5 days

Copyright: The Writing Academy®, LLC

Research TEKS Woven Into This Module

These Grade 4 research expectations are practiced through the PLACE lens, the source passage, credited evidence, and the first body paragraph of one research paper.

- **4.13(A)** generate and clarify questions on a topic for formal and informal inquiry. *[The central question and the PLACE question frame the week.]*
- **4.13(B)** develop and follow a research plan with adult assistance. *[The five-day plan moves from source notes to a reason and body paragraph.]*
- **4.13(C)** identify and gather relevant information from a variety of sources. *[Students mark relevant source facts and name the next source they will corroborate in later modules.]*
- **4.13(D)** identify primary and secondary sources. *[The teacher names the provided informational passage as a secondary source for this module.]*
- **4.13(E)** demonstrate understanding of information gathered. *[Students combine source facts into a conclusion and explain every evidence choice.]*
- **4.13(F)** recognize the difference between paraphrasing and plagiarism when using source materials. *[Quotation, paraphrase, and copying too closely are compared each day.]*
- **4.13(G)** develop a bibliography. *[Students record the source title and paragraph numbers for the beginning research file.]*
- **4.13(H)** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. *[The research paragraph and partner explanation are the first presentations.]*

1. A Little Inspiration Goes a Long Way!

This module opens the Grade 4 capstone by giving students a first research lens: PLACE. Hold the central question in front of the class all week: how can a place create both opportunities and challenges for a society?

TEACHER SCRIPT

"A report collects information. A research paper uses information to prove an answer. Every fact must earn its place. Before you include evidence, ask: What does this help me prove?"

Connection to this week's type of thinking: students move from a location or fact to a conclusion. They notice geography, resources, climate, scarcity, trade, technology, and choices; then they explain how the evidence proves a reason in one shared research paper.

2. Why This Module Matters

Students reveal PLACE as the first lens for the four-week Grade 4 research paper. They contrast a report that collects facts with research that uses facts to prove a thesis (central idea) and three reasons. In this low energy module, students use the provided source to combine facts into a conclusion, distinguish a quotation from a paraphrase and from copying too closely, and begin Body Paragraph 1 with R-E1-E2: a Reason, Evidence 1, and Explanation 1.

Where it fits into writing: a research paper needs a question, a thesis (central idea), reasons, relevant evidence, source credit, and explanations. This week establishes the PLACE reason that will remain in the shared paper as later modules add IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS.

Why it matters beyond this assignment: students learn to ask what a fact helps them prove, a habit that protects research from fact collecting without meaning.

3. Module Essential / Overarching Question

How can a place create both opportunities and challenges for a society?
--

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking? Explain how your evidence helped you prove your answer.

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student begins a Grade 4 research paper by studying PLACE. Students will use "What Shapes a Society? Place, Resources, and Connection" to ask how geography, resources, climate, scarcity, trade, technology, and human choices shape societies.

Your student will distinguish a report from a research paper, combine source facts into a conclusion, and mark whether a sentence is a quotation, a paraphrase, or copying too closely. The first body paragraph will use R-E1-E2: one reason about place, one credited evidence choice, and an explanation of what the evidence proves.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante comenzará un trabajo de investigación de cuarto grado estudiando el LUGAR. Usará "What Shapes a Society? Place, Resources, and Connection" para preguntar cómo la geografía, los recursos, el clima, la escasez, el comercio, la tecnología y las decisiones humanas dan forma a las sociedades.

Su estudiante distinguirá entre un informe que reúne datos y un trabajo de investigación que usa datos para comprobar una tesis (idea central). También distinguirá una cita directa, una paráfrasis y una copia demasiado cercana. El primer párrafo del cuerpo usará R-E1-E2: una razón sobre el lugar, evidencia con crédito a la fuente y una explicación de lo que comprueba la evidencia.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- How can the place where people live create an opportunity?
- How can the same place create a challenge?
- What does one source fact help you prove?
- Which detail about the Caddo, Mali, or Texas is a strong quotation or paraphrase?

- What is the difference between a quotation, a paraphrase, and copying too closely?
- Why does evidence need source credit?
- How will your explanation connect evidence to your reason?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Clue-Word Hunt

Ask your student to name a place familiar to the family. Have the student explain one possibility and one challenge it creates, then name one source fact that could help prove the explanation.

Family Activity: Shape and Say a Thesis (central idea)

Use the source question, "How can a place create both opportunities and challenges for a society?" Have your student say a thesis (central idea) with three reasons: geography creates possibilities, resources and climate create opportunities and limits, and connections change what people can do.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 8, Module 1
Module Category	Informational Writing / Extended Constructed Response (Prompt Analysis & Thesis (central idea) Writing)
Primary TEKS	4.13(B), 4.11(B)(i) / 4.13(E)
Primary Breakout	Plan a first draft (4.13(B)); compose informational text with a clear central idea (4.11(B)(i) / 4.13(E))
Spiral TEKS	4.13(A), 4.13(C) , 4.13(E) , 4.13(F) , 4.13(C) , 4.13(F) , 4.13(E) (Response strand); SS 4.1B-C and SS 4.6A-B (interdisciplinary content)
Recursive TEKS	4.11(C) revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the R-E1-E2 structure
Content Connection	Source "What Shapes a Society? Place, Resources, and Connection"
Daily Lesson Time	About 20 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (R-E1-E2)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will use PLACE as a research lens, ask and clarify the central question, gather relevant evidence from the numbered source, distinguish quotation, paraphrase, and copying too closely, and draft Body Paragraph 1 with a thesis (central idea), reason, evidence, and explanation.

I Will Statements

- I will ask how a place creates opportunities and challenges.
- I will find relevant information in a numbered source.
- I will combine source facts into a conclusion.
- I will distinguish quotation, paraphrase, and copying too closely.
- I will connect my thesis (central idea) to a reason, evidence, and explanation.

I Can Statements

- I can explain that PLACE creates possibilities and limits.
- I can choose a relevant source detail and record its paragraph number.
- I can write a paraphrase in new words and sentence structure.
- I can write a complete thesis (central idea) and R-E1-E2 paragraph.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I state the PLACE reason in the shared thesis (central idea).
- I choose relevant evidence from the numbered source.
- I include source title and paragraph number.
- I label quotation or paraphrase and avoid copying too closely.
- I explain what the evidence proves about place.
- I use R-E1-E2 to connect the reason, evidence, and explanation.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2 guided practice: evidence cards labeled quotation, paraphrase, or copying too closely.
- Day 3 independent product: a thesis (central idea), PLACE reason, credited evidence, and explanation.
- Day 4 revision: a revised evidence card and a stated next step.
- Day 5 exit ticket: climate evidence from paragraph 20 or 21, source credit, and an explanation of what it proves.
- Transfer task: the Module Writing Assignment, Body Paragraph 1 for the shared research paper.

15. TEKS Correlations

Primary targets are **4.13(A)** through **4.13(F)**, with **4.13(G)** and **4.13(H)** introduced as the research file grows. Composition support comes from **4.11(B)(i)** through **4.11(B)(iv)**, **4.11(C)**, and **4.11(D)**.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.13(A) through 4.13(H)	Research	Generate and clarify questions; develop and follow a research plan with adult assistance; identify and gather relevant information from a variety of sources; identify primary and secondary sources; demonstrate understanding of information gathered; recognize the difference between paraphrasing and plagiarism; develop a bibliography; and present results in an appropriate mode.	Days 1-5	Days 1-5	Body Paragraph 1, exit ticket, and research file
4.11(B)(i) through 4.11(B)(iv)	Writing Process, Drafting	Develop drafts into focused, structured, coherent writing with an introduction, transitions, conclusion, and an engaging idea with relevant details.	Day 3	Days 3-5	R-E1-E2 paragraph
4.11(C)	Writing Process, Revising	Revise drafts to improve sentence structure and word choice and to improve coherence and clarity by adding, deleting, combining, and rearranging ideas.	Day 4	Day 4; Additional Writing Opportunity	Revised evidence and explanation
4.11(D)	Writing Process, Editing	Edit drafts using standard English conventions.	Day 4	Day 5; Additional Writing Opportunity	Final paragraph check
SS 4.1B-C , 4.6A-B , 4.7A-B , 4.8A-C , 4.9A	Social Studies	Use the source's examples of societies, resources, regions, geography, trade, technology, and connections as content context.	Day 1	Days 1-5	Content connection, not a separate writing score

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs in the five-day research block.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.13(A) to 4.13(E)	Question, plan, gather, and demonstrate understanding of research information.	Days 1-5; Body Paragraph 1
PRIMARY	4.13(F)	Recognize the difference between paraphrasing and plagiarism when using source materials.	Day 2; Day 4; exit ticket
PRIMARY	4.11(B)(i) to 4.11(B)(iv)	Develop a focused, structured, coherent research paragraph with relevant details.	Day 3; Writing Assignment
SPIRAL	4.13(D)	Identify primary and secondary sources.	Source introduction; later research modules
SPIRAL	4.13(G)	Develop a bibliography.	Day 3 source record; later modules
SPIRAL	4.13(H)	Present results in an appropriate written, oral, or multimodal mode.	Day 5 partner explanation
RECURSIVE	4.11(C) and 4.11(D)	Revise and edit for coherence, clarity, and standard English conventions.	Day 4; Additional Writing Opportunity
RECURSIVE	R-E1-E2 and TRACKS	Use a repeated research routine: reason, evidence, explanation, and source marking.	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a numbered source portion and restate its main information.
Speaking	Students explain what an evidence detail proves and rehearse a paraphrase before writing.
Reading	Students read the source closely, mark relevant evidence, and preserve paragraph numbers.
Writing	Students write a thesis (central idea), reason, credited evidence, and explanation in R-E1-E2.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a source portion aloud, repeat it, provide paragraph tabs, define one needed word, and offer an oral evidence frame.	Choose the evidence, supply the explanation, rewrite the paraphrase, or write the thesis (central idea) for the student.

The student must still select relevant information, classify the evidence, give source credit, and explain what it proves.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate a relevant fact and its paragraph number.	Supported on Day 1.	The evidence card names the source and paragraph.
Inferential	Combine two facts into a conclusion about place.	Guided on Day 2; independent by Day 3.	The student states what the facts help prove.
Evaluative	Judge whether evidence is relevant and whether a paraphrase is genuinely new.	Partner discussion on Days 2 and 4.	The student defends or revises an evidence card.
Synthesis	Use the PLACE evidence to support one reason in the shared thesis (central idea) and plan corroboration.	Independent challenge after mastery.	A research paragraph with reason, evidence, explanation, and a second-source question.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use source evidence to write a research conclusion, then apply the same evidence habit independently to climate or technology.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Gathering many facts completes research.	The teacher may accept a list without a conclusion.	Ask what the facts help prove and require a thesis (central idea) plus reason.
Changing a few words makes a paraphrase.	The teacher may overlook copied structure.	Compare wording and sentence order. Require genuinely new structure or exact quotation marks.
Source credit can wait until the end.	The teacher may let evidence cards lose their paragraph numbers.	Require the source title and paragraph number before students draft the explanation.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Any interesting fact is relevant.	The student selects a detail that does not prove the PLACE reason.	Ask, "What does this help prove about place?"
A paraphrase means changing one or two words.	The student keeps the source sentence order.	Model new structure and compare the note with the source.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.13(A)** generate and clarify questions; **4.13(B)** develop and follow a research plan with adult assistance; **4.13(C)** identify and gather relevant information from a variety of sources; **4.13(E)** demonstrate understanding of information gathered; and **4.13(F)** recognize the difference between paraphrasing and plagiarism. The writing support is **4.11(B)(i)** through **4.11(B)(iv)**. Students build a thesis (central idea) plus reasons, then begin the PLACE body paragraph.

26. How I Say the Standard!

TEKS says	How I say it
4.13(A) generate and clarify questions on a topic for formal and informal inquiry.	I can ask and sharpen a research question about how place shapes a society.
4.13(B) develop and follow a research plan with adult assistance.	I can follow our five-day plan and keep my notes connected to the question.
4.13(C) identify and gather relevant information from a variety of sources.	I can gather facts that help prove one of my reasons and plan to check them with another source later.
4.13(D) identify primary and secondary sources.	I can tell that our informational passage is a secondary source that explains information about societies.
4.13(E) demonstrate understanding of information gathered.	I can combine facts about place and explain the conclusion they support.
4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials.	I can tell the difference between quoting, paraphrasing in new words, and copying too closely.
4.13(G) develop a bibliography.	I can record the source title and paragraph number so a reader can find my evidence.
4.13(H) use an appropriate mode of delivery to present results.	I can present my research thinking in a clear paragraph and explain it aloud.

27. This Week I Can...

This week I can use PLACE as a research lens, ask a focused question, collect relevant facts, distinguish quotation, paraphrase, and copying too closely, and begin Body Paragraph 1 with a thesis (central idea), reason, evidence, and explanation.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level informational source and identify its central question and main ideas.
- Recognize that a research question asks an answer to be proved with evidence.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word and keep the paragraph number with a note.

- Know that evidence is proof taken from a source and that source credit keeps the evidence traceable.

4.13(E)

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one fact about the Caddo, Mali, or Texas. Then tell what that fact helps you prove about place."

This is retrieval only. Listen for a relevant fact, a source location, and a conclusion rather than a list of details.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
place	the land, water, climate, plants, animals, and resources around a society	Place creates possibilities and limits.
research question	a question that guides a search for information	My question helps me choose evidence.
thesis (central idea)	the answer a research paper proves	My thesis (central idea) has three reasons.
evidence	a source fact that supports a reason	My evidence helps prove my reason.
quotation	the exact words from a source, set inside quotation marks	My quotation has source credit.
paraphrase	a source idea restated in genuinely new words and sentence structure	My paraphrase keeps the meaning and names the source.
copying too closely	changing only a few words while keeping the source's wording and order	I revise the note into my own sentence.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence, and each evidence explanation must be a complete sentence too. Retrieve capitalization, end punctuation, subject-verb agreement, and clear pronoun reference. When students draft Body Paragraph 1, have them check that quotation marks surround exact words, source credit follows the quotation or paraphrase, and the explanation says what the evidence proves. **4.11(D)**

32. Writing Connection

Researching accurately means making every fact serve the thesis (central idea). Students name the PLACE reason, choose one quotation or paraphrase from the source, give paragraph credit, and explain how the evidence proves the reason. This is the habit that turns a report of facts into a planned R-E1-E2 research paragraph.

33. Watch Out!

Common misconception: students collect many facts, copy a sentence, and stop without a conclusion. **Teacher move:** ask, "What does this help you prove?" Have the student label the note as quotation or paraphrase, add source credit, and write an explanation.

34. Ready Check

Read the central question aloud: "How can a place create both opportunities and challenges for a society?" Ask students to name one opportunity, one challenge, and one detail from the source that could prove each. Use responses to decide who needs the evidence sort, paragraph-number support, or oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students identify the PLACE question and the thesis (central idea) it will help prove.
- Students select relevant evidence about geography, resources, climate, scarcity, trade, technology, or choice.
- Students label a source sentence as quotation, paraphrase, or copying too closely.
- Students record the source title and paragraph number before drafting the explanation.
- Students explain what the evidence helps prove rather than repeating the evidence.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason resources matter is _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
opportunity	a possibility for something useful to happen	A river can create an _____.
challenge	a problem that requires thought or effort	Limited water can create a _____.
resource	something found in nature that people can use	Wind can be a _____.
choice	a decision about what to do	People make a _____ about a resource.
source	the place where information comes from	I credit my _____.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
research question	a question that guides a search for information	I clarify the research question.
analyze	to look closely at parts in order to understand	I analyze the source fact.
thesis (central idea)	the answer a research paper proves	My thesis (central idea) names three reasons.
evidence	source information that supports a reason	My evidence proves my thinking.
explanation	words that tell what evidence proves and why it matters	My explanation connects the evidence and thesis (central idea).
corroboration	checking an idea against a second source	I will corroborate this detail later.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
quotation	the exact words from a source, set inside quotation marks	My quotation has source credit.
paraphrase	a source idea restated in new words and sentence structure	My paraphrase keeps the meaning.
plagiarism	using source words or ideas without proper credit	I avoid plagiarism by crediting sources.
copying too closely	changing only a few words while keeping the source structure	I rewrite the idea in my own structure.
corroborate	check whether a second source supports the first	I corroborate evidence.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
geography	jee-OG-ruh-fee	the landforms, water, climate, plants, animals, and natural resources of a place
scarcity	SKAIR-suh-tee	having limited resources compared with what people want or need
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
germs	jermz	tiny living things that can make people sick
illness	IL-niss	sickness or poor health
corroboration	kuh-ROB-uh-RAY-shun	checking evidence against a second source
quotation	kwoh-TAY-shun	the exact words a source uses
paraphrase	PAIR-uh-frayz	a source idea restated in genuinely new words and structure
plagiarism	PLAY-juh-riz-um	using another source's words or ideas without credit
thesis (central idea)	THEE-sis	the answer a research paper proves
R-E1-E2	are ee one ee two	Reason, Evidence 1, and Explanation 1, the first body-paragraph structure

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This low-energy module opens a four-week Grade 4 research paper about what shapes a society. The source moves from geography to resources, climate, scarcity, trade, connection, technology, and human choices. The source gives examples from the Caddo in East Texas, the ancient kingdom of Mali, and regions of Texas. Students use only the provided numbered source and sources named in the lesson plan.

Important conceptual background. Place creates possibilities and limits, but it does not decide everything. People observe the environment, use resources, solve problems, connect with other communities, and choose what to do next. The same wind can challenge farming and create wind energy. A river can support farming and transportation. Scarcity can encourage trade. A connection can create opportunity for one group and loss for another, so researchers consider more than one perspective.

Content context and connection to writing instruction. Students contrast a report that lists facts with research that uses facts to prove a thesis (central idea). They combine details such as Caddo crops and rivers, Mali's gold and salt trade, and Texas regional resources into the conclusion that place shapes possibilities while people make choices. Each evidence note must include a source title, paragraph number, quotation or paraphrase label, and explanation.

The R-E1-E2 Habit

Students write a shared thesis (central idea): People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last. This module narrows to the PLACE reason: places, resources, and connections shape what people can do. Body Paragraph 1 uses R-E1-E2: R names the reason, E1 gives credited evidence, and E2 explains what the evidence proves. **[4.13(E)]**

40. Materials Needed

Category	Items
Core print materials	The numbered research source; interactive notebooks; source-note and evidence-card pages; anchor chart paper
Research materials	Thesis (central idea) card; three-reasons frame; quotation, paraphrase, and copying-too-closely sort; bibliography line
Writing materials	Pencils; highlighters; sticky notes; index cards; a shared research-paper folder
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment for Body Paragraph 1
Technology	Projector or board for the daily research slides
Accessibility supports	Read-aloud source access; paragraph-number tabs; oral rehearsal; evidence frames; a word bank for geography, resources, climate, scarcity, trade, and connection

41. Preparation Before Day 1

- ☐ Prepare the numbered source "What Shapes a Society? Place, Resources, and Connection" and mark the paragraph ranges for geography, Caddo, Mali, Texas, climate, scarcity, connection, technology, and choices.
- ☐ Prepare the shared thesis (central idea) and three-reasons chart: PLACE, IDEAS AND CHOICES, and LEGACY AND EVIDENCE, with SYNTHESIS reserved for the final week.
- ☐ Prepare evidence cards labeled source title, paragraph number, exact quotation or paraphrase, and what the detail proves.
- ☐ Prepare the quotation, paraphrase, and copying-too-closely sort. Keep the exact source words available for quotation practice.
- ☐ Prepare the model PLACE reason: "One way societies are shaped is by the places, resources, and connections available to people." Prepare one quotation from paragraph 46 and one paraphrase of paragraph 9.
- ☐ Set out notebooks and pencils for a focused 20-minute research block. Protect a quiet closing minute for students to state what their evidence proves.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	20 MINUTES	Gather + Reveal	Reveal PLACE, contrast a report with research, read source sections, model the thesis (central idea), and build the shared research question.
Day 2	20 MINUTES	Attempt	Sort source facts, combine details into a conclusion, and classify exact quotation, paraphrase, or copying too closely.
Day 3	20 MINUTES	Discuss + Use	Choose the PLACE reason, record paragraph-number evidence, and draft Body Paragraph 1 with R-E1-E2.
Day 4	20 MINUTES	Award + Target	Recognize relevant evidence, revise an unsupported fact, and set a target for explanation and source credit.

Day 5	20 MINUTES	Explain and Educate	Teach the difference between quotation, paraphrase, and copying too closely, explain the PLACE paragraph, and answer the overarching question.
-------	---------------	---------------------	--

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the research habit.

- Signal the class and say, "Tiny Time! What does this fact help prove?"
- Read one short source fact from a numbered paragraph.
- Students show quotation, paraphrase, or copying too closely with three hand signals.
- Students name the paragraph number and one explanation, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects research habits to responsible citizenship: people study their surroundings, make choices about resources, and consider who benefits when communities connect.

Element	This Module
Suitability	A natural fit. Research asks students to notice how place creates opportunities and challenges while people make decisions.
Focus	Responsible use of resources, careful evidence, multiple perspectives, and community connections.
Historical / Content Connection	The Caddo, Mali, and Texas examples connect geography and resources to social studies expectations SS 4.1B-C , 4.6A-B , 4.7A-B , 4.8A-C , and 4.9A .
Perspective Connection	A connection can create opportunity for one group and loss for another, so researchers consider more than one perspective.
Literacy-to-Citizenship Connection	Recording paragraph numbers and source credit helps readers inspect the evidence and make informed decisions.
Citizenship Question	"How can people use the possibilities of a place while considering its limits and consequences?"
Teacher Script	<i>"A place gives people possibilities, but people still choose what to do. Careful citizens ask who benefits, what changes, and what evidence supports the answer."</i>
Accuracy / Source Note	Use only the supplied numbered source and the sources named in the lesson plan. Do not add outside facts to a worked example.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

R-E1-E2 Thinking Chart

Letter	R-E1-E2 Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 4.13(E)
E	Explanation	How the evidence proves the thesis (central idea). 4.13(E)
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "PLACE creates possibilities and limits. PEOPLE make choices." Add the central question, the shared thesis (central idea), and the R-E1-E2 sequence: Reason, Evidence 1, Explanation 1. Display a second chart for quotation, paraphrase, and copying too closely. After reading a source paragraph, students record the paragraph number, classify the evidence, and explain what it helps prove.

47. Student Source Passage(s)

Passage use: use the research source below at low stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "What Shapes a Society? Place, Resources, and Connections" (Stamina: Low)

- [1] Central Question: How does where people live affect what they can do, and what happens when communities connect?
- [2] Every society begins somewhere.
- [3] People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find. The land around them does not decide everything that will happen. People still make choices, solve problems, create new ideas, and change their surroundings. However, geography can create opportunities and challenges that influence how a society develops.
- [4] The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel. When societies begin connecting with other places, even more changes can occur. Understanding these connections helps answer an important question:
- [5] How does the world around people help shape the world they create?
- [6] The Land Creates Possibilities
- [7] Geography describes more than where a place is located on a map. It includes landforms, bodies of water, climate, plants, animals, and natural resources. Different environments provide different possibilities.
- [8] A community near a river may have water for farming and transportation. A community surrounded by grasslands may have room for farming or raising animals. Forests can provide timber. Coastal areas can provide fish and places for ships to travel. The Caddo people provide one example.
- [9] Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life. Families grew crops such as corn, beans, and squash. Rivers provided water and helped people move from place to place. Forests supplied materials that could be used for homes, tools, and other needs.
- [10] The land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available. That same pattern can be found in many societies. People observe the world around them. Then they make choices.
- [11] Resources Matter
- [12] A natural resource is something found in nature that people can use. Soil, water, trees, animals, sunlight, wind, coal, oil, natural gas, and minerals are all examples. Resources can influence the kinds of work people do and the ways societies grow.
- [13] In the ancient West African kingdom of Mali, gold was an especially valuable resource. Trade routes across the Sahara connected Mali with distant regions. Merchants traveled in caravans, often using camels to carry goods across the desert.
- [14] Gold moved from areas where it was available to places where people wanted it. Salt traveled too. Salt was valuable because people needed it and because it could help preserve food. Mali's location near important trade routes helped the kingdom become wealthy and powerful. Texas provides another example of how resources influence economic activity.
- [15] Different regions of Texas have different resources. In the Coastal Plains, people can use the Gulf of Mexico for fishing and shipping. The region also has farmland, forests, cities, ports, and energy industries. The Great Plains has wide open spaces that support farming and ranching. Strong winds have also made wind energy important in some areas.
- [16] The Mountains and Basins region contains oil, gas, and minerals, even though its dry climate makes farming more difficult. Resources help create possibilities, but they also require decisions. People must decide how much to use, where to use it, and how to manage it.

[17] Climate Changes the Plan

[18] Climate is another part of geography. Weather describes conditions at a particular time and place. It may be sunny in the morning and rainy later that afternoon. Climate describes the usual weather patterns of a place over a much longer period. That difference matters.

[19] Farmers do not choose crops based only on the weather during one afternoon. They think about how much rain an area usually receives, how hot or cold it becomes, and how long the growing season lasts. A farmer in a wetter region of Texas may face different choices from a farmer in the dry Great Plains.

[20] People living in the Mountains and Basins must think carefully about water because rainfall is limited. Strong winds in the Great Plains can create challenges for farmers, but those same winds can also become a resource when communities build wind turbines. This demonstrates something important:

[21] A challenge in one situation can become an opportunity in another. Sunlight can make a region hot and dry, but sunlight can also be used to produce solar energy. Wind can dry soil or blow dust, but it can also turn turbines. People cannot control every part of climate, but they can study it and make decisions based on what they learn.

[22] No Place Has Everything

[23] No community has every resource it wants or needs. This condition can create scarcity. Scarcity occurs when people have limited amounts of resources compared with what they want or need. Scarcity can lead to problem-solving. Suppose one group has plenty of pottery but needs a different kind of tool.

[24] Another community may have the materials needed to make those tools but want food that grows somewhere else. The communities can exchange goods. This is trade. The Caddo traded with other communities. Goods could move along rivers and between villages. In Mali, merchants traded gold, salt, cloth, tools, books, and other goods across long distances.

[25] Today, Texans continue trading with people in other states and countries. The methods are different, but the reason is often similar: People exchange what they have for things they need or value. Trade can make resources available far from the places where they originally came from.

[26] A product sold in a Texas store may have traveled thousands of miles before reaching the shelf. A crop grown in Texas might eventually be eaten somewhere across the country, or across the world.

[27] Connections Change Communities

[28] Trade routes do more than move objects. They connect people. When people meet, they may also exchange language, knowledge, technology, beliefs, customs, art, and ideas. The trade routes that helped Mali grow also brought merchants, travelers, and scholars into its cities.

[29] Timbuktu became known not only as a center of trade but also as a center of learning. Books and ideas became valuable there alongside gold and salt. Connection can therefore create changes that are difficult to see on a map. An idea may travel without weighing anything. A new farming method may spread from one community to another.

[30] A traveler may hear a story and repeat it somewhere hundreds of miles away. Ocean voyages also created enormous connections. During the late 1400s and later centuries, European explorers crossed the Atlantic and reached lands in the Americas where Indigenous peoples had already created communities, governments, economies, and cultures.

[31] These contacts changed many societies. Plants, animals, goods, languages, technologies, and ideas moved between regions. But those connections also brought serious consequences. European colonization led to conflict over land and resources. Native peoples experienced disease, displacement, violence, and major changes to their communities.

[32] This is an important reminder: Connection does not always create the same result for everyone. One group may see opportunity while another experiences loss. Researchers need to consider more than one perspective when studying the effects of contact between societies.

[33] Technology Changes What Is Possible

[34] People have always created tools to help them respond to their surroundings. A boat makes a river more

useful for transportation. An irrigation system can bring water to dry farmland. A ship can cross an ocean. A railroad can move large amounts of goods. A highway can connect communities. A wind turbine can turn moving air into electricity.

[35] Technology can change what people are able to do with a place. Consider transportation. Caddo traders could travel along waterways. Merchants in Mali used caravans to cross the Sahara. European explorers used ships to cross the Atlantic. Modern Texans use highways, railroads, airplanes, and ports.

[36] The goal, moving people or goods, may remain similar even when the technology changes. New technology can also create new economic opportunities. A windy area that once seemed useful mostly for ranching might later become important for producing electricity.

[37] A coastal location may grow into a major port because modern ships can transport enormous amounts of goods. Technology does not remove geography. Instead, it changes how people interact with geography.

[38] People Still Make Choices

[39] It can be tempting to think that geography controls everything. It does not. Two societies may live near rivers and use them differently. Two communities may have similar amounts of land but develop different industries. Two places may have access to the same technology but make different choices about using it.

[40] People make decisions based on needs, knowledge, values, traditions, resources, and goals. A society may decide to protect a natural area. Another may build businesses there. A community may invest in renewable energy. Another may continue depending mostly on oil or natural gas. Sometimes there is more than one possible solution.

[41] That is why studying geography requires more than memorizing maps. Researchers ask: What resources were available? What problems did the environment create? How did people respond? Who benefited from those choices? What consequences followed?

[42] Place, Resources, and Connection

[43] Across history, societies have developed in deserts, forests, mountains, grasslands, river valleys, islands, and coastal regions. Their surroundings influenced what was possible. Resources provided opportunities. Climate required planning. Scarcity encouraged trade. Trade created connections. Technology changed how people used land and moved across it.

[44] But people remained part of every step. The Caddo used the resources of East Texas to support farming, trade, and community life. Mali used valuable resources and trade routes to build wealth and centers of learning. Texas communities continue using oil, natural gas, wind, farmland, ports, rivers, and other resources in different ways.

[45] People have crossed rivers, deserts, oceans, roads, and borders because communities rarely exist completely alone. The world around people matters. But so do the decisions people make within it. Perhaps that is the strongest lesson geography can teach:

[46] Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.13(C)**

PLACE Evidence Bank

TRACKS	Evidence
T Time	ancient Mali; today in Texas; late 1400s and later centuries
R Reactions	people study place, solve problems, and make choices
A Actions	grow crops, trade goods, build technology, manage resources
C Character/Concept/Creature	Caddo communities; Mali; Texas regions; geography
K Key Knowledge	rivers, forests, fertile land, gold, salt, wind, water, and trade create possibilities and limits
S Scenery/Setting	East Texas, the Sahara, Coastal Plains, Great Plains, and Mountains and Basins

Quotation and Paraphrase Evidence

TRACKS	Evidence
T Time	paragraph 9, paragraph 13, paragraph 15, paragraph 43
R Reactions	people decide how to use resources; a challenge can become an opportunity
A Actions	farm, travel, exchange goods, build turbines, manage resources
C Character/Concept/Creature	natural resource; scarcity; trade; connection; technology
K Key Knowledge	"Places create possibilities. Resources create opportunities and limits."
S Scenery/Setting	river, forest, coast, grassland, desert, and dry region

49. TRACKS Evidence Highlighting

Preview the source with students before reading. Students TAP the TRACKS: they hunt for time, reactions, actions, concepts, key knowledge, and setting. TRACKS marks relevant evidence in the source; students then record the numbered paragraph, quotation or paraphrase status, and the explanation of what the detail proves. **4.13(C)**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Community	Names of people, places, resources, or major concepts used as evidence. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 20 MINUTES

Day Purpose: reveal PLACE as the first research lens, contrast a report with a research paper, and model a thesis (central idea) with three reasons.

Standard	Focus
TEKS	4.13(A) questions; 4.13(B) research plan; 4.13(C) relevant information; 4.13(E) understanding gathered information
ELPS	1(E) listening comprehension; 3(E) pre-reading strategies

GATHER AND REVEAL

CLASS SLIDE

Meet the capstone: PLACE, IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS. One research paper will grow across four weeks.

TEACHER SCRIPT

"A report collects information. A research paper uses information to prove an answer. This week we ask how a place can create both opportunities and challenges for a society."

Read the central question and the source title. Students preview the sections about geography, resources, climate, scarcity, trade, connections, technology, and choices. Ask students to notice that the source says land does not decide everything because people make choices.

CLASS SLIDE

Shared thesis (central idea): People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

TEACHER SCRIPT

"I am not listing facts yet. I am asking what the facts help me prove. Our shared thesis (central idea) gives every fact a job."

Model the first reason from the lesson plan: "One way societies are shaped is by the places, resources, and connections available to people." Point to Caddo communities in East Texas, where rivers, forests, and fertile land supported farming, transportation, homes, and tools. Explain that the land created possibilities, but people decided how to use what was available.

REPORT OR RESEARCH?

Report collects: East Texas had rivers and forests.

Research paper proves: the place created possibilities for farming, movement, and materials, while people made choices about using them. A research paper gives each fact a job inside a thesis (central idea), three reasons, credited evidence, and explanations.

EMBEDDED CHECK

Ask students to finish: "This fact helps prove that place _____. " Listen for an explanation, not a repeated fact.

Access without lowering rigor: read the source aloud in short portions and provide paragraph tabs. **Student product:** the central question, shared thesis (central idea), and a first PLACE reason.

DAY 2 | ATTEMPT | 20 MINUTES

Day Purpose: gather relevant source facts, combine details into a conclusion, and distinguish quotation, paraphrase, and copying too closely.

Standard	Focus
TEKS	4.13(C) gather relevant information; 4.13(E) demonstrate understanding; 4.13(F) recognize paraphrasing and plagiarism
ELPS	1(C) follow directions; 2(E) explain information orally

ATTEMPT**CLASS SLIDE**

Evidence has a source address. Record the title and paragraph number before you write the evidence or explanation.

TEACHER SCRIPT

"Read the fact, name the paragraph, and ask what it helps prove. A fact without an explanation is only a loose piece of information."

Use three short source examples. First, read the exact sentence from paragraph 46, "Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next." Label it a quotation and record paragraph 46. Next, paraphrase paragraph 9: Caddo families used East Texas rivers, forests, and fertile land for crops, movement, homes, and tools. Then show a copying-too-closely version that keeps the source order and changes only one word. Students identify the problem.

Evidence move	Example	Teacher check
Quotation	Paragraph 46 says, "Places create possibilities. Resources create opportunities and limits."	Exact source words, quotation marks, title and paragraph credit.
Paraphrase	In East Texas, Caddo communities used local land and water to support crops, travel, homes, and tools. (Source, paragraph 9)	Meaning remains, but wording and sentence structure are new.
Copying too closely	The land around them created possibilities for farming, transportation, and materials, with only a few words changed from paragraph 9.	Source order and wording are too close. Rewrite or quote exactly.

COMBINE FACTS INTO A CONCLUSION

Source facts: Rivers supplied water and transportation. Forests supplied materials. Fertile land supported crops.

Conclusion: East Texas shaped Caddo community life by creating several connected possibilities, while people chose how to use the resources.

EMBEDDED CHECK

Students hold up one finger for quotation, two for paraphrase, or three for copying too closely, then explain the signal with the source paragraph.

Access without lowering rigor: let students rehearse the paraphrase aloud, but require independent source credit and explanation. **Student product:** one quotation card, one paraphrase card, and one corrected copying-too-closely card.

DAY 3 | DISCUSS AND USE | 20 MINUTES

Day Purpose: select the PLACE reason and draft Body Paragraph 1 with R-E1-E2.

Standard	Focus
TEKS	4.13(B) follow the research plan; 4.13(E) demonstrate understanding; 4.13(G) begin source record
ELPS	2(E) explain information orally; 4(D) write with connecting words

DISCUSS

CLASS SLIDE

PLACE reason: One way societies are shaped is by the places, resources, and connections available to people.

TEACHER SCRIPT

"Which source detail best proves our PLACE reason? Tell me the paragraph number, then tell me what the detail proves."

Compare the Caddo, Mali, and Texas evidence without treating the examples as a list. Caddo communities used rivers, forests, and fertile land. Mali used gold, salt, and Sahara trade routes. Texas regions use coastal waters, farmland, wind, oil, gas, minerals, ports, and highways in different ways. Ask students to combine two facts into one conclusion: place shapes possibilities, but people make choices about resources and connections.

USE

CLASS SLIDE

Draft Body Paragraph 1: R, E1, E2. R states the PLACE reason. E1 gives one credited quotation or paraphrase. E2 explains what the evidence proves.

Step 1: Write R: "One way societies are shaped is by the places, resources, and connections available to people."

Step 2: Add E1 as a quotation or paraphrase with the source title and paragraph number.

Step 3: Add E2: "This evidence proves that _____ because _____." Make the explanation larger than a repeat of the source.

R: One way societies are shaped is by the places, resources, and connections available to people.

E1: In East Texas, Caddo communities used rivers for water and movement and forests for homes and tools. (Source, paragraph 9)

E2: This proves that place can create connected possibilities for food, travel, and materials, but people still decide how to use those resources.

EMBEDDED CHECK

Collect the paragraph and ask: Is the evidence relevant? Is the source credited? Does E2 explain what the evidence proves?

Access without lowering rigor: provide the R sentence and two paragraph choices; the student still chooses the evidence type and writes the explanation. **Student product:** a complete R-E1-E2 PLACE body paragraph.

DAY 4 | AWARD AND TARGET | 20 MINUTES

Day Purpose: award accurate research moves and set a target for explanation, source credit, or paraphrase.

Standard	Focus
TEKS	4.13(E) demonstrate understanding; 4.13(F) distinguish paraphrase from plagiarism; 4.11(C) revise for clarity
ELPS	2(F) respond to information; 4(E) use conventions

AWARD

CLASS SLIDE

Take a step forward if your evidence has a source address, your quotation or paraphrase is accurate, and your explanation says what the evidence proves.

TEACHER SCRIPT

"Your research strength is visible when every evidence choice has a reason. Point to the words that show your source and the sentence that explains your thinking."

Students reread the R-E1-E2 paragraph from Day 3. Award the work for relevance, accurate quotation or genuine paraphrase, source credit, and explanation. Students may name one strength: "I chose paragraph 9 because it proves that East Texas resources supported daily life."

TARGET

CLASS SLIDE

What do I still need to grow? Evidence that is relevant? A paraphrase in new structure? Source credit? An explanation that connects evidence to the PLACE reason?

Show a weak note: "Rivers provided water and helped people move from place to place." Ask students to decide whether it is a quotation or a paraphrase. If it is presented without quotation marks and credit, it is not ready. Revise it as a credited paraphrase or quote the exact source words from paragraph 9.

SMALL-GROUP SUPPORT

Build It: name the reason. Fix It: name the paragraph and choose quotation or paraphrase. Say It: "This evidence proves _____ because _____." Keep the source meaning and return the explanation to the student.

Student product: an Award reflection, one specific Target, and a revised evidence card or explanation.

DAY 5 | EXPLAIN TO OTHERS | 20 MINUTES

Day Purpose: teach the research habit to a partner, explain the PLACE paragraph, and transfer the distinction among quotation, paraphrase, and copying too closely.

Standard	Focus
TEKS	4.13(E) explain information gathered; 4.13(F) recognize paraphrasing and plagiarism; 4.13(H) present results
ELPS	2(E) explain information orally; 4(D) write connected sentences

EXPLAIN AND EDUCATE

CLASS SLIDE

Turn and teach: explain the difference between a report and a research paper, then explain how R-E1-E2 proves the PLACE reason.

TEACHER SCRIPT

"Teach your partner one research move. Say the reason, name the source paragraph, identify the quotation or paraphrase, and explain what it proves."

Partners trace the model paragraph. One student points to R, E1, and E2. The other identifies the source title and paragraph number and explains whether E1 is a quotation or paraphrase. Partners switch roles. Listen for the words place, resource, opportunity, challenge, source, and evidence.

TRANSFER CHECK

CLASS SLIDE

Exit ticket: Use one detail from paragraph 20 or 21 to explain how climate can create both a challenge and an opportunity. Mark it quotation or paraphrase, add source credit, and explain what it proves.

Students complete the ticket independently. A strong response may quote, "A challenge in one situation can become an opportunity in another" (Source, paragraph 21), then explain that wind, sunlight, or heat can create a problem in one use and a resource in another. A strong paraphrase may state the same meaning in new words with paragraph credit.

EMBEDDED CHECK

Ask students to explain how their evidence answers the overarching question. A list of climate facts is not enough; the response must connect place, opportunity, challenge, and choice.

CLASS SLIDE

Shared closing idea: Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.

Student product: partner teaching explanation, completed transfer ticket, revised R-E1-E2 paragraph, and final answer to the overarching question.

Student Exemplars

Use these exemplars for the PLACE reason and the first body paragraph. The secure response includes a thesis (central idea), credited evidence, and an explanation of what the evidence proves.

51. Low / Developing Exemplar

Field	Detail
Student response	Places affect people.
What the student did successfully	Named the research topic and attempted a complete sentence.
What is missing	The response has no specific reason, evidence, source credit, or explanation.
Why it falls at this level	The response is a general topic statement, not a thesis (central idea) that can guide a research paragraph.
Exact next instructional step	Add the PLACE reason and a credited detail: "One way societies are shaped is by the places, resources, and connections available to people."

52. Medium / Approaching Exemplar

Field	Detail
Student response	Place shapes societies because it gives them resources.
What the student did successfully	The thesis (central idea) states a relationship between place and societies.
What is missing	The reason is too general, and there is no paragraph-number credit or explanation.
Why it falls at this level	The idea is related, but it does not yet distinguish opportunities, challenges, and choices.
Exact next instructional step	Name a source example, such as Caddo rivers and forests or Mali gold and salt, then explain what it proves.

53. High / Secure Exemplar

Part	Example
Research lens	PLACE
Reason	One way societies are shaped is by the places, resources, and connections available to people.
Strong thesis (central idea)	Place shapes societies because geography creates possibilities, resources and climate create opportunities and limits, and connections change what people can do.
Why it works	It answers the central question with three reasons that can organize one shared research paper.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Geography example	PLACE	Caddo communities in East Texas used rivers, forests, and fertile land for crops, movement, homes, and tools.	Shows how a place creates connected possibilities.

Resources example 4.13(C)	PLACE	Mali used gold, salt, and trade routes to build wealth and centers of learning.	Shows how resources and connection influence society.
-------------------------------------	-------	---	---

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The source explains, "Places create possibilities. Resources create opportunities and limits" (paragraph 46).	Exact quotation with source credit.
Explanation	This proves that place matters because resources can open possibilities while also creating limits that require people to make choices.	Connects the quotation to the PLACE reason.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) explain PLACE as a research lens, (2) ask how a place creates opportunities and challenges, (3) gather relevant source information, (4) combine facts into a conclusion, (5) distinguish quotation, paraphrase, and copying too closely, (6) credit the source by title and paragraph number, and (7) write Body Paragraph 1 with a reason, evidence, and explanation. Accept varied wording when the thesis (central idea) remains clear and the explanation states what the evidence proves.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	PLACE revealed as a research lens and the report versus research distinction modeled.
T2	Day 1 Reveal	■ TEACH	Shared thesis (central idea), three reasons, and the PLACE reason modeled.
L3	Day 2 Attempt	○ LEARN	Source facts sorted, combined into a conclusion, and labeled quotation or paraphrase.
L4	Day 3 Discuss	○ LEARN	Students compare Caddo, Mali, and Texas details and explain the PLACE reason.
A5	Day 3 Use	✓ ASSESS	Independent R-E1-E2 paragraph with a relevant, credited evidence choice.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak evidence card or explanation to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Climate evidence marked as quotation or paraphrase, credited, and explained.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can use PLACE, gather relevant source information, distinguish quotation and paraphrase, and write a research paragraph that explains its evidence.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, evidence cards, the numbered source, pencils, quotation and paraphrase sort, and the shared research-paper frame.
Related TEKS Breakout	[4.13(C)] relevant information; [4.13(E)] understanding gathered information; [4.13(F)] paraphrase and plagiarism; [4.11(C)] revising.
Task	

	Students choose a PLACE reason, record a paragraph-number evidence card, label quotation or paraphrase, explain what it proves, and revise for clarity.
Expected Response	The paragraph contains a thesis (central idea), a relevant quotation or paraphrase with source credit, and an explanation connecting that evidence to the PLACE reason.

Informal Assessment. During Days 1-2, watch students select relevant details and say what each fact helps prove.

Formative Assessment. The Day 3 paragraph is the formative check. Students state the PLACE reason, add one credited quotation or paraphrase, and write an explanation.

Exit Ticket Assessment. The Day 5 ticket asks students to use paragraph 20 or 21 to explain how climate creates a challenge and an opportunity. Review evidence type, source credit, and explanation.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
How can place create both opportunities and challenges?	PLACE lens	Place shapes societies because geography creates possibilities, resources and climate create opportunities and limits, and connections change what people can do.
What does paragraph 9 help prove about the Caddo?	Evidence and explanation	East Texas resources supported Caddo farming, movement, homes, and tools, showing that place created connected possibilities.
What does paragraph 21 help prove about climate?	Evidence and explanation	A challenge in one situation can become an opportunity in another, so people study climate and decide how to respond.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.13(E) and 4.13(F) | **Student-Friendly Target:** I can use source evidence to explain how place creates an opportunity and a challenge.

Directions: Read paragraphs 20 and 21 from "What Shapes a Society? Place, Resources, and Connection." Choose one exact sentence to quote or restate the idea as a paraphrase. Record the paragraph number and explain what the evidence proves.

Prompt: How can climate create both an opportunity and a challenge for a society?

1. Evidence type. My evidence is: [] QUOTATION [] PARAPHRASE [] COPYING TOO CLOSELY (2 points)

2. Research response. Write a thesis (central idea) and use one credited source detail to prove it: (4 points)

3. Underline the words that explain what the evidence proves. (2 points)

4. Source credit. Write the paragraph number: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Accept QUOTATION or PARAPHRASE. A copying-too-closely response needs revision.	Recognizes the evidence form.	2	4.13(F)
2	Secure example: Climate can create challenges such as limited water or strong winds, but people can use sunlight or wind as resources. Award 4 for a clear thesis (central idea) with a relevant credited detail; 3 for a clear but general idea; 2 for related details; 1 for a topic only; 0 for no response.	Combines source information into a conclusion.	4	4.13(E)
3	Underline the explanation of what the evidence proves. Award 2 for a clear	Explains evidence instead of repeating it.	2	4.13(E)

	connection; 1 for a partial connection; 0 if absent.			
4	Accept paragraph 20 or 21. Award 2 for a correct paragraph number; 1 for a source title without a paragraph; 0 for no credit.	Makes the evidence traceable.	2	4.13(G)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C8 M1"

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.13(B) research plan; 4.13(C) relevant information; 4.13(E) understanding gathered information
Spiral TEKS	4.13(F) quotation, paraphrase, and plagiarism; 4.13(G) bibliography; 4.11(C) revising; 4.11(D) editing
Purpose	Students write Body Paragraph 1 with R-E1-E2 for the PLACE reason.
Exact Student Prompt	How can a place create both opportunities and challenges for a society?
Exact Student Directions	Read the source, record a paragraph-number evidence card, label the evidence as quotation or paraphrase, and write a thesis (central idea), reason, evidence, and explanation.
Non-Negotiable Expectations	A clear PLACE reason, relevant source evidence, source credit, and an explanation of what the evidence proves. Do not copy too closely.

WRITING REQUIREMENT **4.13(F)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words and read the source in short, numbered portions.
2. Write the central research question and the shared thesis (central idea).
3. Choose the PLACE reason: places, resources, and connections shape what people can do.
4. Record one exact quotation or genuine paraphrase with source title and paragraph number.
5. Explain what the evidence proves about opportunity, challenge, or choice. **4.13(E)**
6. Check that the note is not copied too closely. **4.13(F)**
7. List the source in the beginning bibliography record. **4.13(G)**

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The rubric protects research meaning: relevant evidence, source credit, accurate quotation or paraphrase, explanation, and conventions.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Research question and reason	Clear PLACE reason connects to the shared thesis (central idea).	Reason is clear but general.	Related topic but reason is incomplete.	No usable reason.
Evidence 4.13(E)	Relevant quotation or paraphrase proves the reason and names the paragraph.	Relevant evidence with partial credit.	Evidence is weakly related or credit is incomplete.	No source evidence.
Quotation and paraphrase 4.13(F)	Exact quotation is marked, or paraphrase uses new words and structure; no copying too closely.	Evidence form is mostly accurate.	Some wording remains too close.	Evidence is copied without control.
Explanation 4.13(E)	Clearly explains what the evidence proves about place, opportunity, challenge, or choice.	Explains the link with some detail.	Mostly repeats the evidence.	No explanation.
Conventions and vocabulary 4.11(D)	Complete sentences, source credit, and accurate module vocabulary.	Mostly complete; one minor error.	Several errors make meaning less clear.	Meaning is unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure R-E1-E2 writer	Enrichment: corroborate the PLACE evidence with a second source in a later module.
14-17	70-89%	Developing	Confer on the weakest criterion and revise one evidence explanation.
10-13	50-69%	Emerging	Intervention on source credit, paraphrase, and explanation.
Below 10	Below 50%	Beginning	Reread a short source portion and rebuild one evidence card.

66. Teacher Feedback Shortcuts

- Strength: "You chose relevant evidence from paragraph ____."
- Strength: "Your quotation or paraphrase keeps the source meaning and gives credit."
- Target: "Rewrite this evidence in a new sentence structure or mark it as a quotation."
- Target: "Explain what this evidence proves about PLACE."
- Evidence: "Your fact is useful. Now connect it to the PLACE reason."
- Vocabulary: "Use geography, resource, climate, scarcity, trade, connection, or technology accurately."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help finding a relevant source fact, recording a paragraph number, distinguishing quotation from paraphrase, or explaining what evidence proves.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Numbered source, evidence-card frame, quotation and paraphrase cards, and Build It / Fix It / Say It frames
Relevant TEKS Breakout	4.13(C) relevant information; 4.13(E) understanding; 4.13(F) paraphrase and plagiarism; 4.11(C) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Find the Evidence. Students read one short numbered source portion and underline a detail about geography, resources, climate, scarcity, trade, technology, or choice.

CLASS SLIDE

This evidence comes from paragraph _____ and helps prove _____.

TEACHER SCRIPT

"Point to the source address. Now tell me what the detail proves about place. I will support the reading, but you will choose the evidence and explain it."

Use one paragraph at a time. Have students point to the exact words, record the paragraph number, and choose quotation or paraphrase.

Step 2: Build the Evidence Card.

CLASS SLIDE

Source title: _____. Paragraph: _____. Form: quotation or paraphrase. Evidence: _____. What it proves: _____.

Use the frame to keep source credit attached to the evidence. If the student changes only a few words, name copying too closely and rebuild the sentence with new structure.

Step 3: Fix It. Give students the fact from paragraph 9 about Caddo rivers and forests. Ask them to label it, credit it, and explain how it proves the PLACE reason. Revise "The land helped" into a specific, credited sentence.

Step 4: Say It. Students rehearse: "This evidence proves _____ because _____." Each student then writes the explanation and checks that it is not a repeat of the source.

Small Group Teacher Table: Ask "Which paragraph supports your reason?" "Are those exact source words?" "If not, did you change the structure and wording?" "What does the evidence prove?" Keep the source visible and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the source address.	Students identify the title and paragraph number.	Students remember the fact but not where it came from.	Return to the numbered source and attach the paragraph before drafting.
Ask students to classify a sentence.	Students identify quotation, paraphrase, or copying too closely and explain the choice.	Students change one word and call it a paraphrase.	Compare sentence structure and require new wording or exact quotation marks.
Ask students to write a thesis (central idea).	Students state a PLACE reason that can guide the paragraph.	Students list facts without a conclusion.	Ask, "What do these facts help you prove about place?"
Ask how evidence proves a thesis (central idea).	Students connect a source detail to opportunity, challenge, or choice.	Students repeat the evidence.	Use the frame, "This evidence proves _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Cannot find relevant evidence	Offer two numbered paragraphs and ask which one helps prove the PLACE reason.
Calls a close copy a paraphrase	Place the source beside the note and compare wording and sentence order.
Writes a topic statement such as "Places affect people"	Ask what the place makes possible or challenging, then add one credited detail.
Masters quickly	Route to corroboration planning with a second source in a later module.

Supporting Materials in This Book: the numbered source, evidence-card frame, quotation and paraphrase sort, R-E1-E2 chart, sentence frames, exemplar thesis (central idea), and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who explain the PLACE reason accurately to combine evidence from Caddo, Mali, and Texas and plan corroboration with a second source.
Group Size	Pairs or small groups
Materials	The numbered source, notebooks, evidence cards, and a second-source planning line for later corroboration
Relevant TEKS Breakout	4.13(C) gather relevant information; 4.13(E) demonstrate understanding; 4.11(C) revise
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Compare examples. Compare Caddo East Texas, ancient Mali, and Texas regions. Ask what each place supplied, what challenge it created, and what people chose to do. **4.13(C)**

CLASS SLIDE

Combine two source facts into one conclusion about PLACE.

Students may combine Caddo rivers and forests with Mali trade routes, or Texas wind with climate challenges. They must keep each paragraph number and state what the combined facts prove.

Part 2: Write a Matching Thesis (central idea). Students write: "Place shapes societies because geography creates possibilities, resources and climate create opportunities and limits, and connections change what people can do." Partners check that the three reasons can organize later modules.

Part 3: Develop and Corroborate. Use R-E1-E2 to plan the PLACE paragraph. Add a second-source line: "A later source should corroborate this by showing _____. " Do not invent that later source in this module.

Expert Reflection: have students explain why a research paper needs both a conclusion and a source trail.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Write Body Paragraph 1 for the shared research paper: How can a place create both opportunities and challenges for a society?

Connection to This Module: this week you learned to use PLACE as a research lens, combine facts into a conclusion, and distinguish a quotation, paraphrase, and copying too closely. Use R-E1-E2: Reason, Evidence 1, and Explanation 1.

Planning Support

1. DOT unfamiliar words and read one numbered source portion.
2. Write the PLACE reason and connect it to the shared thesis (central idea).
3. Choose one relevant quotation or paraphrase from the source. **4.13(C)**
4. Record the source title and paragraph number.
5. Explain what the evidence proves about place, opportunity, challenge, or choice. **4.13(E)**
6. Check that a paraphrase uses new words and sentence structure. **4.13(F)**
7. List the source in the bibliography record. **4.13(G)**

WRITING REQUIREMENT **4.13(F)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write Body Paragraph 1. Start with your thesis (central idea) or PLACE reason, then add credited evidence and an explanation.

Success Criteria

- I can state the PLACE reason.
- My thesis (central idea) fits the central question and the shared paper.
- I use relevant evidence from a numbered paragraph.
- I label quotation or paraphrase and avoid copying too closely.
- I explain what the evidence proves.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11(C)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the PLACE reason, evidence form, source credit, and explanation.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 1 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: naming PLACE, selecting evidence, crediting the source, and explaining what evidence proves.

- Read one numbered source portion aloud. Students name the place, resource, climate detail, connection, or choice.
- "Say what it proves": partners explain how one detail supports the PLACE reason.
- Read an evidence card aloud; students identify quotation, paraphrase, or copying too closely.
- A student reads a thesis (central idea) aloud; the class listens for a reason that can organize the paragraph.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What PLACE reason am I proving? Say it in your own words before you choose evidence.

PAUSE POINT: MIDWAY

Did I record the source title and paragraph number? Is my evidence a quotation or a genuine paraphrase?

PAUSE POINT: BEFORE YOU FINISH

Does my explanation tell what the evidence proves? Check that I did not copy too closely.

75. At-Home Connection

These at-home tasks turn a student into a source detective and explanation writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying a place possibility and a place challenge from the source.

Task Card 1: Opportunity and Challenge. Name a familiar place. Say one opportunity and one challenge it creates. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students explain what a source detail proves.

Task Card 2: Evidence Talk. Ask your student to name one source fact, its paragraph number, and what it helps prove about place. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Quotation or Paraphrase. Ask your student to say whether one evidence sentence is an exact quotation, a paraphrase, or copying too closely, and explain how to revise it. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice researching PLACE and writing Body Paragraph 1, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
State the PLACE reason in the shared thesis (central idea).			
Choose a relevant source detail.			
Record the source title and paragraph number.			
Tell quotation, paraphrase, and copying too closely apart.			
Write a genuine paraphrase in new words and structure.			
Add evidence that supports my thesis (central idea).			
Explain what my evidence proves about place.			
Revise my evidence card or explanation to make it clear.			

77. Student Award

What can I already do? One research move I completed successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for selecting, crediting, or explaining evidence:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you used PLACE as a research lens. You chose relevant evidence, recorded its paragraph number, distinguished quotation from paraphrase, and explained what the evidence proves. Your Body Paragraph 1 is the beginning of one research paper that will grow across the cluster."

80. Essential / Overarching Question, Answered

How can a place create both opportunities and challenges for a society?

A place creates opportunities and challenges through its landforms, bodies of water, climate, plants, animals, and natural resources. Rivers can support farming and transportation, forests can supply materials, and wind can become energy, while limited water, strong winds, or scarcity can require problem-solving. Connections through trade and technology can change what people can do, but geography does not decide everything. People study the possibilities and limits, make choices, and explain those choices with credited evidence.

81. Teacher Reflection

- Which students could name the PLACE reason and connect it to the shared thesis (central idea)?
- Which students chose relevant evidence but need stronger explanation?
- Who distinguished quotation, paraphrase, and copying too closely?
- Who recorded source title and paragraph number accurately?
- Who needs evidence-card intervention, and who is ready to plan corroboration with a second source?
- Which student evidence and explanations should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student thesis (central idea) cards and PLACE reasons
- Day 2 quotation, paraphrase, and copying-too-closely evidence cards
- Day 3 R-E1-E2 PLACE body paragraphs
- Day 5 climate evidence exit tickets with paragraph credit
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 1 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	PLACE: Where Does Change Begin?	Module 1; Grade 4; Cluster 8; Week 1; low-energy research block	Cover
2	Meet Our Research Week	Central question, shared thesis (central idea), and three reasons	Learning Destination; Day 1
3	Report or Research?	A report collects information; a research paper uses evidence to prove an answer	Day 1 Gather
4	Reveal PLACE	Place creates possibilities and limits; people make choices	Day 1 Reveal
5	Watch Me Build a Reason	PLACE reason using Caddo, Mali, and Texas examples	Day 1 Reveal
6	The R-E1-E2 Chart	Reason, Evidence 1, Explanation 1	Day 1 Reveal
7	Evidence Sort	Quotation, paraphrase, or copying too closely	Day 2 Attempt
8	Combine Facts	Combine source details into a conclusion	Day 3 Discuss
9	Draft Body Paragraph 1	PLACE reason, credited evidence, and explanation	Day 3 Use
10	Evidence Award	Relevant detail, paragraph number, and explanation	Day 4 Award
11	Evidence Target	Revise a close copy or unsupported fact	Day 4 Target
12	Turn and Teach	Teach the report and research distinction and R-E1-E2	Day 5 Educate / Explain
13	Climate Exit Ticket	Use paragraph 20 or 21, credit it, and explain it	Day 5 Transfer
14	Build It, Fix It, Say It	Build an evidence card and explanation	Small-group support; Day 4
15	Think Like a Researcher	Combine Caddo, Mali, and Texas details and plan corroboration	Enrichment; Day 5
16	My Progress Tracker	Reflect on evidence and explanation independence	Day 5 reflection
17	Let's Look at an Answer	LOW: general topic statement, no source evidence	Section 50
18	Let's Look at Another Answer	MEDIUM: related thesis (central idea), but evidence or explanation is thin	Section 51

19	Our Strongest Answer	HIGH: PLACE thesis (central idea), credited quotation, and explanation	Section 52
----	----------------------	--	------------

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.13(F)**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the research skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep the source, paragraph numbers, evidence forms, and explanation check visible.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's evidence card with the source title, paragraph number, evidence form, and explanation.
Annotation	Students highlight relevant source details on a shared document and type the paragraph number beside each note.
Breakout discussion	Send pairs to breakout rooms to compare two source facts and state the conclusion they support.
Oral response	Students say the R-E1-E2 frame aloud before typing the paragraph.
Asynchronous option	Students submit one quotation, one paraphrase, or one corrected close copy with source credit and an explanation.
LMS submission	Collect each thesis (central idea) and Body Paragraph 1 through a form or shared document.
Digital tracking	Keep the Pause Points; students update My Progress Tracker digitally and identify one evidence target.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

Overarching Question, Answered

How can a place create both opportunities and challenges for a society?

A place creates opportunities and challenges through its landforms, bodies of water, climate, plants, animals, and natural resources. Rivers can support farming and transportation, forests can supply materials, and wind can become energy, while limited water, strong winds, or scarcity can require problem-solving. Trade, technology, and contact can move goods and ideas, but geography does not decide everything. People study the possibilities and limits, make choices, and explain those choices with credited evidence. That is why the research answer is: places create possibilities, resources create opportunities and limits, connections create change, and people decide what to do next.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

IDEAS AND CHOICES: How Do People Turn Possibility Into Change?

Grade 4 | Cluster 8 | Module 2

Grade: 4

Cluster: 8, Research Convergence

Module: 2 of the cluster

Primary Instructional Category: Research Writing and Evidence

Research source: Passage 16, “What Shapes a Society? Ideas, Choices, and Culture.”

Primary TEKS: [4.13A](#), [4.13B](#), [4.13C](#), [4.13D](#), [4.13E](#), [4.13F](#), [4.13G](#), [4.13H](#)

Approximate daily instructional time: 20 minutes per day across 5 days

Research product: Body Paragraph 2 using R-E1-E2, with a thesis (central idea), three reasons, quotations, paraphrases, corroboration, explanation, and an RRR conclusion across the capstone

Copyright: The Writing Academy®, LLC

Response and Research TEKS Woven Into This Module

Students gather, compare, credit, explain, and present evidence about how ideas and human choices shape societies.

- **4.13A** generate and clarify questions on a topic for formal and informal inquiry.
- **4.13B** develop and follow a research plan with adult assistance.
- **4.13C** identify and gather relevant information from a variety of sources.
- **4.13D** identify primary and secondary sources.
- **4.13E** demonstrate understanding of information gathered.
- **4.13F** recognize the difference between paraphrasing and plagiarism when using source materials.
- **4.13G** develop a bibliography.
- **4.13H** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1. A Little Inspiration Goes a Long Way!

Students are not collecting facts simply to make a longer paper. They are building an answer to the Central Question: How can something people think, decide, create, or believe change a society? The ideas-and-choices paragraph follows possibility, idea or decision, action, immediate change, and lasting consequence.

TEACHER SCRIPT

“A report collects information. A research paper uses information to prove an answer. Every fact must earn its place. Before you include evidence, ask, ‘What does this help me prove?’”

2. Why This Module Matters

Across Cluster 8, Grade 4 students build one research paper about what shapes a society. Module 1 studies PLACE. This module studies IDEAS AND CHOICES. Module 3 studies LEGACY AND EVIDENCE. Module 4 brings the parts together in SYNTHESIS. Students use one thesis (central idea) and three reasons, prove each reason with direct quotations and paraphrases from varied sources, corroborate important evidence with a second source, and explain every choice.

3. Module Essential / Overarching Question

How can an idea or decision change a society?

At the start, students state a first thought. At the end, they answer that an idea or decision changes a society when people act on it, support it, challenge it, or carry it forward, and those actions produce consequences that may continue across generations.

First thinking:

Final thinking:

Family Communication

4. Parent Communication Purpose

Families can help a student explain one change chain aloud. Ask, “What idea or choice did you study, what action followed it, and what changed?” Families can listen for a direct quotation, a paraphrase, source credit, and an explanation of what the evidence proves.

5. Family Letter (English)

Dear Families,

This week your student is researching how ideas, choices, leadership, culture, speech, and service shape societies. The class will use Passage 16 as an evidence bank. Students will distinguish a direct quotation from a paraphrase and from copying too closely, give source credit for both acceptable forms, and explain what each piece of evidence helps prove.

Ask your student to explain one change chain: What challenge or opportunity existed? What did someone decide or believe? What action followed? What changed immediately? What lasted?

With appreciation, Your student’s teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante investigará cómo las ideas, las decisiones, el liderazgo, la cultura, el discurso y el servicio moldean las sociedades. La clase usará el Pasaje 16 como banco de evidencia. Los estudiantes distinguirán entre una cita directa, una paráfrasis y una copia demasiado parecida, darán crédito a la fuente y explicarán qué demuestra cada evidencia.

En casa, pida a su estudiante que explique una cadena de cambio: ¿Qué desafío u oportunidad existía? ¿Qué decidió o creyó alguien? ¿Qué acción siguió? ¿Qué cambió de inmediato? ¿Qué duró?

7. Family Conversation Starters

- How is an idea different from an action?
- Why can one decision produce consequences far beyond the original question?
- How can music, art, or stories preserve culture?
- Why must a researcher credit both a quotation and a paraphrase?
- Which part of a change chain is easiest to overlook?

8. Simple Family Activities

Choose the Magna Carta, Renaissance, Mansa Musa, Texas annexation, business support, cultural music, or citizenship example. Say NEED OR OPPORTUNITY -> IDEA OR CHOICE -> ACTION -> CHANGE. Then explain why it mattered. For Q or P, repeat one exact sentence with attribution, then state its meaning in new words with source credit.

Teacher Road Map

9. Teacher Navigation Key

TEACH: make the research move visible.

LEARN: students practice with structured support.

ASSESS: students independently gather, credit, explain, or transfer.

Teacher Script: exact recommended teacher language.

Class Slide: corresponding visual or evidence cue.

10. GRADUATE Evidence Alignment

Stage	Evidence role	What it shows
Gather	TEACH	Central Question and change-chain lens
Reveal	TEACH	Modeled quotation, paraphrase, and explanation
Attempt	LEARN	Ordered evidence cards
Discuss	LEARN	Relevant evidence and corroboration
Use	ASSESS	Body Paragraph 2 using R-E1-E2
Award and Target	ASSESS	Revision based on evidence
Explain and Educate	ASSESS	Transfer to the capstone paper

11. Module at a Glance

Field	This module
Grade, Cluster, Module	Grade 4, Cluster 8, Module 2
Title	IDEAS AND CHOICES: How Do People Turn Possibility Into Change?
Endurance	Medium; 20 minutes daily for five days
Research lens	Ideas, leadership, choices, culture, speech, service, and action
Writing product	Body Paragraph 2 using R-E1-E2
Source habit	Q for quotation, P for paraphrase, C for copying too closely; credit Q and P
Capstone	Thesis (central idea), three reasons, varied sources, corroboration, explanation, and RRR conclusion

Standards, Learning and Rigor

12. Learning Destination

Students will generate and clarify the research question, follow a plan, gather relevant information from varied sources, identify primary and secondary sources, demonstrate understanding, distinguish paraphrasing from copying too closely, credit sources, and present a focused Body Paragraph 2.

I Will Statements

- I will study how an idea becomes action and change.
- I will gather a quotation and a paraphrase.
- I will credit both forms.
- I will corroborate an important claim.
- I will explain what evidence proves.

I Can Statements

- I can build a change chain.
- I can tell quotation, paraphrase, and copying too closely apart.
- I can use relevant evidence.
- I can connect two sources to one claim.

13. Success Criteria

- I state the research question.
- I use the assigned R: Another way societies are shaped is through the ideas, choices, and actions of people.
- I include a government or leadership example and a culture, economics, or citizenship example.
- I include two credited sources, one direct quotation, and one paraphrase.
- I explain meaning, importance, and proof after each E1.
- I identify the action between idea and change.

14. Evidence That Will Demonstrate Mastery

- IDEA + ACTION -> CHANGE response.
- Five ordered Change Chain Challenge sets.
- Evidence plan with R, two sources, Q, P, and E2.
- Independent Body Paragraph 2 and revised paragraph.
- Change Chain Conference.

15. TEKS Correlations

TEKS	Student expectation	Where practiced
4.13A	generate and clarify questions	Day 1
4.13B	develop and follow a research plan	Days 1-3
4.13C	gather relevant information from varied sources	Days 1-3
4.13D	identify primary and secondary sources	Day 1
4.13E	demonstrate understanding	Days 2-5
4.13F	distinguish paraphrasing from plagiarism	Day 1
4.13G	develop a bibliography	Day 3

4.13H	present results in an appropriate mode	Day 5
-------	--	-------

16. Standards Coverage Matrix

Classification	TEKS	Where it occurs
PRIMARY	4.13A - 4.13H	All five days
RECURSIVE	4.11B , 4.11C , 4.11D	Body paragraph and revision
CONTENT	4.3E , 4.10B , 4.15B , 4.17B , 4.19C , 4.19E , 4.19F , 4.19G	Passage 16 case studies

17. ELPS Correlations

ELPS	How this module builds it
4(D)(iii)	Students use transitions to show cause and effect.
4(F)(i)-(ii), (v)-(vi)	Students explain meaning, importance, and proof.
4(C)(i)	Students use research vocabulary.
2(B)(i)-(iv)	Students discuss change chains and source evidence.

ELPS Woven Into Intervention

ELPS	Support
1(C)(i)-(iii)	Read one chain aloud and restore the missing link.
2(C)(i)-(v)	Use “This matters because...”

ELPS Woven Into Enrichment

ELPS	Extension
3(F)(i)-(vi)	Compare immediate and longer consequences.
4(F)(i)-(xvi)	Combine Q, P, corroboration, and RRR.

18. ELPS Linguistic Accommodations

Level	Support
Pre-Production	Point to NEED, IDEA, ACTION, CHANGE.
Beginning	"The idea was ____, and the action was ____."
Intermediate	"According to Passage 16, ____; this matters because ____."
Advanced	Corroborate a claim with a second source.

Language Supports

- Keep change-chain cards visible.
- Rehearse orally before writing.
- Define a needed word without selecting evidence.
- Use the E2 questions.

19. Language Domains

Domain	How it is built
Listening	Hear source models and peer chains.
Speaking	Rehearse claims and E2.
Reading	Annotate cause, action, change, and legacy.
Writing	Draft and revise Body Paragraph 2.

20. Rigor Safeguard

May provide	May not do
Read aloud, define a word, display cards, model one Q and one P, ask E2 questions.	Select every fact or write the paragraph for the student.

21. Rigor and Cognitive Demand

Level	Student work
Locate	Find idea, action, change.
Interpret	Explain why action mattered.
Evaluate	Judge relevance and paraphrase accuracy.
Corroborate	Compare the claim across two sources.
Synthesize	Show what examples prove together.

22. The Five Thinking Levels

Level	Example
1	Locate an exact sentence.
2	State the idea.
3	Explain its effect.
4	Connect Q and P to the R.
5	Explain what later generations receive.

The Progression of Thinking

Move	Question	Response
Idea	What was thought?	Name it.
Action	What did people do?	Name the middle step.
Change	What happened next?	State the effect.
Legacy	What lasted?	State the consequence.

23. Possible Teacher Misconceptions

Misconception	Correction
More facts make stronger research.	Every fact must prove the R.
Quotation is better than paraphrase.	Both are useful when accurate, relevant, and credited.
Idea equals change.	Action connects them.

24. Possible Student Misconceptions

Misconception	Move
Copying is paraphrasing.	Read, cover, tell, write, and check.
A fact proves itself.	Ask what it proves.
Source credit is optional.	Credit Q and P and list the source.

Module Foundations: Review, Refresh and Readiness

25. TEKS Target

Students will question, plan, gather, identify, understand, paraphrase, credit, list, and present research about how ideas and choices shape a society.

26. How I Say the Standard!

TEKS says	How I say it
4.13A generate and clarify questions on a topic for formal and informal inquiry.	I can ask a clear research question.
4.13B develop and follow a research plan with adult assistance.	I can make and follow a plan.
4.13C identify and gather relevant information from a variety of sources.	I can gather information that helps answer my question.
4.13D identify primary and secondary sources.	I can tell original evidence from later explanation.
4.13E demonstrate understanding of information gathered.	I can explain information in my own thinking.
4.13F recognize the difference between paraphrasing and plagiarism when using source materials.	I can paraphrase with new words and structure, and I know copying too closely is not acceptable.
4.13G develop a bibliography.	I can keep a list of sources.
4.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	I can choose a clear way to share my results.

27. This Week I Can...

- Trace idea or choice -> action -> change -> legacy.
- Use relevant evidence for Body Paragraph 2.
- Mark Q, P, or C accurately.
- Credit a quotation and a paraphrase.
- Explain how evidence proves my R.

28. Before I Can... Prerequisites

- I can name a source topic.
- I can tell a fact from an explanation.
- I can write a complete sentence.
- I can give source credit.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Tell your partner one way a place, person, or idea can shape a society. Name the action between possibility and change."

30. Vocabulary Infusion

Word	Meaning	Use
corroborate	support with another source	The second source corroborates the claim.
legacy	what remains for later people	The idea left a legacy.
relevant	connected to the question	This evidence is relevant.
consequence	result of an action	The choice had consequences.

31. Conventions Connection

Check complete sentences, names and places, quotation marks, attribution punctuation, sentence boundaries, verb tense, and end punctuation.

32. Writing Connection

Body Paragraph 2 is one part of the four-week paper. Begin with the R, introduce evidence, explain every choice, connect a second source, and use transitions.

33. Watch Out!

- Do not jump from problem to result.
- Do not change a few words and call it a paraphrase.
- Do not use evidence without credit.
- Do not use a true fact that does not prove the R.

34. Ready Check

Students point to the R, source name, Q or P label, and E2 sentence. Students who can identify all four are ready.

35. Teacher Look-Fors

- The student names an action.
- Evidence is relevant and credited.
- Quotation keeps exact words.
- Paraphrase changes wording and structure.
- E2 explains meaning, importance, and proof.

Vocabulary, Content and Preparation**36. Complete Tier 1 Vocabulary****TEACHER SCRIPT**

“These everyday words help you name a change chain.”

Word	Meaning	Example
idea	thought or belief	The idea was that a ruler should follow laws.
choice	decision between possibilities	Texas faced a choice.
action	what a person or group does	People acted on an idea.
change	what became different	Boundaries changed.
source	where information comes from	Passage 16 is a source.
culture	ways people express who they are	Music can preserve culture.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

“These academic words tell readers how evidence works.”

Word	Meaning	Frame
relevant	connected to the question	This evidence is relevant because ____.
explain	make meaning clear	This matters because ____.
consequence	result of action	The consequence was ____.
influence	affect what happens	The idea influenced ____.
preserve	keep available	The song preserved ____.
support	provide proof	The second source supports ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These research words help you speak like an expert.”

Word	Research meaning	Model
corroboration	support from a second source	Corroboration strengthens the claim.
paraphrase	same meaning in new words and structure	My paraphrase credits Passage 16.
plagiarism	unacceptable use of source material	Copying too closely is not acceptable.
primary source	original evidence	A speech can be primary.
secondary source	later explanation	Passage 16 explains examples.
bibliography	list of sources	My bibliography names each source.

39. Background Knowledge and Teacher Context

Passage 16 asks researchers to study not only where people lived but also what they thought, chose, created, and passed forward. The central distinction is IDEA is not the same as CHANGE. People act on ideas, and action creates consequences.

The Research Habit

Use R-E1-E2: state the reason, select evidence, and explain meaning, importance, and proof.

40. Materials Needed

Material	Purpose
Passage 16	Evidence bank
Second named source	Corroboration
Change Chain cards	Order idea, action, change, legacy
Q, P, C labels	Classify source use
Evidence plan	Record R, E1, E2, and credit
Research paper	Connect this module to the capstone

41. Preparation Before Day 1

- ☐ Display Passage 16.
- ☐ Mark the Magna Carta, Renaissance, Mansa Musa, Texas, support, culture, citizenship, and legacy sections.
- ☐ Prepare one exact quotation and one accurate paraphrase with credit.
- ☐ Prepare the second named source.
- ☐ Cut and mix five card sets.
- ☐ Prepare Q, P, and C cards.
- ☐ Copy the evidence plan.
- ☐ Write the R where students can see it.
- ☐ Set a 20-minute timer for each day.
- ☐ Leave space for a source list.

42. Weekly Timing and Transition Overview

Day	Focus	Product
1	Question, source habit, modeled chain	IDEA + ACTION -> CHANGE
2	Order five chains	Card sets and explanation
3	Plan and draft	R-E1-E2
4	Revise	Revised paragraph
5	Teach and transfer	Conference

43. Tiny Times Transition

At the beginning, point to the day banner and research question. With two minutes left, ask students to underline the sentence that answers, “What does this evidence help me prove?”

Citizenship and Content Connection**44. The Citizenship Connection**

Citizenship is participation. Passage 16 explains that Dr. Martin Luther King Jr. used speeches, writing, marches, and nonviolent protest to call attention to racial injustice, and that thousands participated. President John F. Kennedy challenged Americans to think about service, and the Peace Corps gave Americans opportunities to volunteer. A student can listen, help, speak respectfully, learn about issues, notice a problem, and think about solutions.

Content	Research connection	Teacher Script
Participation	Movements include many individual decisions.	"Citizenship is participation."
Evidence	Speech, writing, protest, and service show action.	"Name the action, then explain the change."
Responsibility	Researchers choose evidence that proves a claim.	"Every fact must earn its place."

Instructional Tools and Source Text

45. Anchor Charts and Core Strategy Visuals

Change Chain

Need or opportunity	Idea or choice	Action	Change	Legacy
What existed?	What was thought?	What was done?	What happened next?	What lasted?

Source Habit

Mark	Meaning	Required move
Q	Direct quotation	Exact words, quotation marks, attribution
P	Paraphrase	New wording and structure, source credit
C	Copying too closely	Cover, retell, and write again

R-E1-E2

Part	Question	Frame
R	What reason?	Another way societies are shaped is through the ideas, choices, and actions of people.
E1	What evidence?	Passage 16 explains, “_____.”
E2	What does it prove?	This matters because _____.

46. Core Habit and Strategy Explanation

TEACHER SCRIPT

“Read, cover, tell, write, and check again. If the source words are still in your sentence, you may be copying too closely. If you changed the wording and structure but kept the meaning, credit the source and label it P.”

Students annotate only the section connected to the purpose. They write the source beside each note and ask what the evidence helps prove.

47. Student Source Passage(s)

Passage use: use the research source below at medium stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "What Shapes a Society? Ideas, Choices, and Culture" (Stamina: Medium)

- [1] Central Question: How can something people think, decide, create, or believe change a society?
- [2] Not every force that shapes a society can be seen on a map. Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.
- [3] A new idea about government can influence people centuries later. A ruler's decision can strengthen, or weaken, a kingdom. A song can preserve a culture. A business idea can change the way people work. A speech can encourage people to act.
- [4] To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward.
- [5] Ideas Can Become Rules
- [6] In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta. King John had demanded heavy taxes and made decisions that angered many people. The barons wanted limits placed on his power. The Magna Carta did not create modern democracy. It did not give equal rights to everyone in England.
- [7] However, it helped strengthen an important idea: A ruler should also be required to follow laws. That idea mattered. Over many centuries, people continued debating how much power leaders should have and what rights people should receive. Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.
- [8] This shows how change can begin. An idea does not need to solve every problem immediately to become important. Sometimes an idea becomes a starting point that later generations continue developing.
- [9] People Can Look Back to Move Forward
- [10] Hundreds of years after the Magna Carta, Europe experienced a period known as the Renaissance. Renaissance means rebirth. Artists, scholars, writers, and thinkers became increasingly interested in the learning and ideas of ancient Greece and Rome. They studied old texts. They examined art.
- [11] They considered earlier ideas about government, mathematics, architecture, philosophy, and science. But they did not simply copy the past. They used old knowledge to create something new. Artists such as Raphael studied perspective, proportion, and the human body to make paintings appear more realistic.
- [12] Thinkers asked questions about people, learning, government, and individual ability. The Renaissance demonstrates another way societies change: People can study old ideas, reconsider them, and apply them in new situations. The past does not have to remain behind us. It can become evidence. People can ask: What worked? What did not work?
- [13] What should we preserve? What should we change? Those questions continue to matter today.
- [14] Leadership Matters
- [15] Ideas matter, but leaders also make choices about what to do with them. Mansa Musa ruled the West African kingdom of Mali during the 1300s. Mali was already located near valuable gold resources and important trade routes. Mansa Musa could not take credit for creating the Sahara, discovering gold, or inventing trade.
- [16] But his leadership affected how Mali used those advantages. He supported trade and worked to protect important routes. He encouraged the development of cities such as Timbuktu. He supported learning and religious institutions. During his famous pilgrimage to Mecca, his wealth and generosity caused people in distant places to become interested in Mali.
- [17] His choices increased Mali's reputation far beyond West Africa. This creates an important distinction: Resources create possibilities. Leadership helps determine what happens with them. A society may have

valuable resources but use them poorly. Another may invest its wealth in schools, roads, trade, art, or other projects.

[18] Leadership can affect which opportunities grow and which are lost.

[19] Choices Can Change a Map

[20] Some decisions have consequences so large that they can literally change maps. Texas provides an example. After winning independence from Mexico, Texas existed for several years as the Republic of Texas. Texans then faced an enormous decision: Should Texas remain an independent republic, or should it join the United States? People had different opinions.

[21] Some believed joining the United States would provide greater security and economic opportunities. Others worried about losing independence or changing the balance of political power. The decision did not affect Texas alone. Texas was annexed by the United States in 1845 and became the twenty-eighth state.

[22] Annexation increased tensions between the United States and Mexico, especially because the two countries disagreed about the Texas boundary. Those tensions contributed to the Mexican-American War. When the war ended, the United States gained control of a vast amount of western territory.

[23] One political decision had produced consequences that reached far beyond the original question. This is why historians study decisions carefully. They ask not only: What did people decide? They also ask: What happened because of that decision?

[24] Ideas Need Support

[25] An idea may be excellent and still need help before it can become reality. During the Renaissance, wealthy supporters called patrons often provided money to artists, architects, scholars, or other creators. Patronage helped make some famous works of art possible. Modern societies use different systems.

[26] Today, someone who wants to start a business might save money, borrow from a bank, attract investors, or receive help from family members. The systems are not identical, but there is a connection. Ideas often need resources. Imagine a person who designs an excellent new product but cannot afford materials. Or an artist who has skill but no tools.

[27] Or a business owner who has a plan but no money to rent a building. Support can help turn an idea into action. A free enterprise system gives people opportunities to create businesses, sell products, provide services, and make choices about how they use their resources. Not every idea succeeds. Some businesses close. Some products fail.

[28] Some plans must be changed. But trying, adapting, borrowing, investing, saving, and learning are all part of how economic ideas become real.

[29] Voices Preserve Culture

[30] A society is more than its government and economy. It also has culture. Culture includes language, traditions, music, art, food, stories, beliefs, celebrations, and other ways people express who they are. Texas culture has been shaped by many groups. Music provides one example.

[31] Lydia Mendoza became an important Mexican American singer whose Spanish-language music reflected everyday experiences and traditions. Her songs helped listeners hear their own lives, language, and culture represented. Chelo Silva became known for her powerful voice and contributions to Tejano music.

[32] Her work helped Texas audiences hear music shaped by different cultural influences. Julius Lorenzo Cobb Bledsoe, an African American singer from Texas, achieved success on stage and in opera during a time when Black performers often faced serious discrimination. Each artist contributed differently. Their music did more than entertain.

[33] It preserved experiences. It opened doors. It helped people feel represented. It gave later generations something they could hear and study. Culture can therefore function almost like a historical record. A song may reveal what people valued. A painting may show how people lived. A story may preserve a family's memory.

[34] An artwork may communicate a perspective that does not appear in a government document. Historians study many kinds of sources because societies leave evidence in many forms.

[35] Citizens Participate

[36] Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too.

[37] Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement. Through speeches, writing, marches, and nonviolent protest, he called attention to racial injustice and encouraged Americans to work toward equality.

[38] His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy also challenged Americans to think about citizenship and service.

[39] His inaugural address encouraged people to consider what they could contribute to their country. The Peace Corps, created during his presidency, gave Americans opportunities to volunteer in communities around the world. Again, the larger idea matters: Citizenship is participation. A fourth grader may not deliver a speech to millions of people.

[40] A child may not run a government. But students still make choices that affect their communities. They can participate. They can listen. They can help. They can speak respectfully. They can learn about issues before forming opinions. They can notice a problem and begin thinking about solutions. Large historical movements are made of many individual decisions.

[41] Every Choice Leaves Something Behind

[42] A decision may last for an afternoon. Another may influence people centuries later. The Magna Carta began as an agreement between a king and barons, yet some of its ideas continued influencing later discussions about government. Ancient Greek and Roman thought was studied again during the Renaissance.

[43] Renaissance art continues to be studied hundreds of years after the artists died. Mansa Musa's leadership helped Mali become remembered for trade, wealth, and learning. Texas annexation changed political boundaries and influenced events far beyond Texas. Musicians preserved cultural experiences through their voices.

[44] King's message about equality continued after his speeches ended. Kennedy's call to service continued after the crowd left Washington. These examples are different, but they share something important. Human choices create consequences. Some consequences are intended. Others are not. Some changes help people. Others cause conflict or harm.

[45] Some ideas disappear quickly. Others travel across generations. This is why researchers look for cause and effect. They ask: What idea existed? Who acted on it? Why did they act? Who was affected? What changed immediately? What lasted?

[46] Ideas, Choices, and Culture

[47] Geography provides the setting where societies develop. But people write the next part of the story. They create rules. They challenge rules. They build businesses. They study old ideas. They create new ones. They lead. They follow. They sing. They paint. They speak. They vote. They serve. They preserve traditions.

[48] They make decisions whose effects may continue long after they are gone. No single person shapes a society alone. The Magna Carta did not create every modern freedom. Mansa Musa did not build Mali by himself. A Renaissance artist did not create an entire movement. One Texas musician did not create Texas culture. One speech did not create social change.

[49] Societies are shaped by many people acting over time. That may be the most important pattern to notice. The world provides places, resources, and challenges. People bring ideas, decisions, creativity, culture, leadership, and action. Together, those forces create history. And every generation receives something from the generations that came before it.

[50] Then it faces a choice: What should we preserve? What should we question? What should we improve? What will we contribute? Because every choice leaves something behind. And what one generation leaves behind may help shape what the next generation becomes.

48. Student Annotation Guide

What to Mark

Mark	Question	Example
I	What idea?	A ruler should follow laws.
A	What action?	A written agreement and continuing debate.
C	What changed?	Later political systems were influenced.
L	What lasted?	The idea continued across generations.

Q, P, or C

Student wording	Label	Reason
"A ruler should also be required to follow laws."	Q	Exact words with attribution.
According to Passage 16, the Magna Carta strengthened the belief that even rulers must obey laws.	P	New words and structure with credit.
A ruler should also be required to obey laws.	C	Too close and no credit.

49. TRACKS Evidence Highlighting

Move	Student action
Topic	Write IDEAS AND CHOICES and the Central Question.
Read	Read the section connected to the purpose.
Annotate	Mark I, A, C, L and Q, P, or C.
Credit	Write the source beside the note.
Keep	Keep evidence that proves the R.
Explain	Write meaning, importance, and proof.
Synthesize	Connect first and second source.

50. Five-Day GRADUATE Lesson**DAY 1 | GATHER AND REVEAL | 20 MINUTES**

Daily lesson header	GATHER + REVEAL TEACH Whole class 20 MINUTES
Purpose	Frame the Central Question, introduce the source, distinguish idea from change, and model Q, P, C and source credit.

TEACHER SCRIPT

“Do not jump from idea to change. Show the action in the middle. Then ask what the evidence helps prove.”

Model the Magna Carta chain: barons wanted limits; the idea was that a ruler should follow laws; a written agreement and later debate followed; political systems were influenced. Model Q, P, and C. Student product: one chain and one credited note.

DAY 2 | ATTEMPT | 20 MINUTES

Daily lesson header	ATTEMPT LEARN Groups and partners 20 MINUTES
Purpose	Order mixed cards and explain the action between the condition and the change.

Set A Magna Carta: limits, rule of law, written agreement, later political influence. Set B Mansa Musa: gold and routes, support trade and learning, protect routes and institutions, expanded reputation. Set C Texas: remain independent or join, annexation in 1845, changed boundaries and increased tensions. Set D Renaissance: study ancient knowledge, reapply old ideas, new learning and art. Set E culture: preserve experiences, use music and art, create and perform, later generations hear and study.

TEACHER SCRIPT

“Point to the action card. Tell us how that action connected the idea or choice to the change.”

Attempt routine	Student move
Mix	Read every card.
Order	Place need, idea, action, change, and legacy.
Defend	Explain the middle step.

Student product: five ordered sets and a spoken explanation.

DAY 3 | DISCUSS AND USE | 20 MINUTES

Daily lesson header	DISCUSS + USE LEARN then ASSESS Independent 20 MINUTES
Purpose	Plan and draft with the assigned R, two sources, one quotation, one paraphrase, and multiple E2 sentences.

TEACHER SCRIPT

“Researchers explain the decision and action in between.”

Write the R: **Another way societies are shaped is through the ideas, choices, and actions of people.** Students select one government or leadership E1 and one culture, economics, or citizenship E1. They credit both, label Q and P, and answer what each helps prove.

Planning step	Action
1	Write the R.
2	Select and credit E1.
3	Develop E2.
4	Select a second source and E1.
5	Connect the examples.

Student product: Body Paragraph 2 draft and source list.

DAY 4 AWARD AND TARGET 20 MINUTES
--

Daily lesson header	AWARD + TARGET ASSESS Independent 20 MINUTES
Purpose	Recognize cause and effect, source use, E2, and cross-source connection.

TEACHER SCRIPT <i>“Where did I explain what happened but forget why it mattered?”</i>

Underline the R, box credit, label Q or P, draw an arrow from E1 to E2, star the strongest explanation, and revise without changing source meaning.

DAY 5 EXPLAIN TO OTHERS 20 MINUTES

Daily lesson header	EXPLAIN AND EDUCATE ASSESS Partners 20 MINUTES
Purpose	Teach one example, name credited evidence, and explain immediate change and longer legacy.

Partners teach: “The challenge was...” “The idea or choice was...” “The action was...” “The immediate change was...” “The longer legacy may have been...” Listeners ask what it proves. Student product: conference explanation and transfer to PLACE, IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS.

Student Exemplars

51. Low / Developing Exemplar

Response	Note
People make choices. The Magna Carta happened. Texas joined the United States.	Names events but lacks the R, source credit, Q, P, and E2.

52. Medium / Approaching Exemplar

Response	Note
Another way societies are shaped is through people's ideas and choices. The Magna Carta strengthened the idea that rulers should follow laws. Texas annexation changed political boundaries.	Needs two credited sources, Q, P, and developed explanation.

53. High / Secure Exemplar

Response	Note
Another way societies are shaped is through the ideas, choices, and actions of people. Passage 16 explains, "A ruler should also be required to follow laws." This matters because the idea influenced later discussions about limits on power and rights. According to the second source named in the lesson plan, a choice becomes historically important through the action that follows it. Passage 16 also explains that Texas annexation began as a choice about independence or joining the United States. That decision changed boundaries and increased tensions with Mexico. Together, the examples prove that decisions can turn possibilities into changes far beyond the original question.	Uses R, Q, corroboration, source credit, change chain, and E2.

Additional Secure Exemplars

Focus	Model
Culture	Lydia Mendoza's music reflected everyday experiences and traditions. Music can preserve a community voice for later generations.
Leadership	Mansa Musa supported trade, routes, cities, learning, and institutions; his choices expanded Mali's reputation.

Assessment and Evidence

54. Teacher Answer Guidance and Evidence Notes

Accept varied examples when supported by Passage 16 or the second named source. Strong work makes the middle action visible. For the Magna Carta, use the exact sentence about a ruler following laws and a credited paraphrase about later debates. For Mansa Musa, explain that resources created possibilities while leadership directed them. For Texas annexation, connect the decision to changed boundaries and tensions. For culture, explain how music, art, or story preserved experience.

55. Standards Evidence Trail

Evidence	Connection	Save
Question and plan	4.13A , 4.13B	Marked question and plan
Varied evidence	4.13C , 4.13D	Source labels
Understanding	4.13E	E2 and chain
Paraphrase	4.13F	Q, P, C check
Bibliography	4.13G	Source list
Presentation	4.13H	Conference notes

56. Assessment Opportunities

Field	Detail
Purpose	Gather, credit, corroborate, and explain evidence.
Formal product	Body Paragraph 2 using R-E1-E2.
Required examples	Government or leadership plus culture, economics, or citizenship.
Evidence habit	One quotation, one paraphrase, two credited sources.
Explanation	Multiple E2 sentences.

Assessment Prompt Bank

Prompt	Look for
How did the Magna Carta idea continue?	Idea, action, influence, Q or P, E2
How did leadership affect Mali?	Resource, choice, action, reputation
How did Texas annexation reach beyond Texas?	Decision, boundaries, tensions
How can music function like a historical record?	Culture, representation, later evidence

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Research Question: How can an idea or decision change a society?

1. Complete IDEA OR CHOICE -> ACTION -> CHANGE.

2. Write one credited quotation or paraphrase.

3. What does this evidence help you prove?

4. Name a second source that could corroborate it.

58. Exit Ticket Answer Key

Item	Secure response
1	Idea or choice, action, and change are all present.
2	Exact words use quotation marks; paraphrase uses new wording and structure; source is credited.
3	Meaning, importance, and proof are explained.
4	A second named source and its support are identified.

59. Scoring Principle

Score thinking before polish. Secure work makes the chain visible, uses relevant credited evidence, distinguishes Q, P, and C, explains every E1, and connects two sources.

60. Gradebook Conversion

Level	Evidence
Beginning	Lists facts or copies source wording.
Developing	Names idea and change but needs action, credit, or E2.
Approaching	Relevant evidence with uneven explanation.
Secure	R-E1-E2 with varied sources and clear proof.

61. Recommended Gradebook Label

G4 C8 M2

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment	Write Body Paragraph 2 for the four-week research paper.
R	Another way societies are shaped is through the ideas, choices, and actions of people.
Evidence	One government or leadership example and one culture, economics, or citizenship example from at least two credited sources.
Source habit	One direct quotation, one paraphrase, source credit, and bibliography entries.
Explanation	Explain meaning, importance, and proof after each E1.

63. Student Planning Frame

R: Another way societies are shaped is through the ideas, choices, and actions of people.

Example 1 and source:

Q or P: _____ **What does it prove?**

Example 2 and source:

Corroboration:

64. Writing Assignment Rubric

Criterion	Beginning	Developing	Secure
R	General topic	Names ideas	Uses assigned R
E1	Uncredited facts	Uneven credit	Q and P from two sources
E2	Repeats E1	Explains what	Explains meaning, importance, proof
Chain	Jumps to result	Includes action	Explains idea, action, change, legacy
Corroboration	None	Names source	Explains support

65. Writing Gradebook Conversion

Level	Evidence
Beginning	Needs help selecting evidence and avoiding copying too closely.
Developing	Accurate case study but needs credit, Q or P, and E2.
Approaching	Most requirements with uneven corroboration.
Secure	Focused R-E1-E2 with varied sources.

66. Teacher Feedback Shortcuts

- Return to the R.
- Mark Q, P, or C.
- Name the action.
- Add why it mattered.
- Show how the second source corroborates.

Response to Student Need

67. Intervention: Name the Thinking

If a student...	Use this move
Lists facts	Return to the R and ask what the evidence proves.
Jumps from idea to change	Use NEED, IDEA, ACTION, CHANGE cards.
Copies too closely	Read, cover, tell, write, and check.
Cannot develop E2	Ask meaning, importance, and proof one at a time.

TEACHER SCRIPT

“The action is the bridge. Walk across it before you explain the change.”

68. Embedded Checks and Student Support

Lesson point	Check	Support
Gather	IDEA + ACTION -> CHANGE	Cards
Attempt	Five sets ordered	Read one card aloud
Use	R, sources, Q, P, E2	Frame
Target	One revised explanation	Ask why it mattered
Explain	Complete chain	Five frames

69. Student Support Quick Reference

Need	Frame
Idea	The idea or choice was ____.
Action	People acted by ____.
Change	As a result, ____.
Explain	This matters because ____.
Corroborate	The second source supports ____.

70. Enrichment: Connect Across Texts

Compare Texas annexation with consequences beyond Texas. Explain how music can preserve a perspective absent from a government document. Connect the Magna Carta or Renaissance to the pattern that some ideas travel across generations.

Challenge	Evidence
Compare two cases	Shared pattern and difference
Corroborate culture	Q and P from two sources
Explain legacy	Immediate change and later consequence

71. Additional Writing Opportunity: Plan and Draft

Select one case. Write a short R-E1-E2 response distinguishing immediate change from longer legacy. Identify idea, action, change, and what later people received. End by answering what the evidence proves.

72. Additional Writing Opportunity: Revise, Edit, and Share

Underline the R, label Q or P, circle source credit, draw an arrow to E2, star the clearest importance statement, and edit conventions.

Engagement and Home Connection**73. Auditory Engagement Moments**

Read a complete chain and omit the idea or action. Students restore the missing link. Read an exact sentence and a credited paraphrase. Students signal Q or P. One student states a source fact; a partner begins, “This matters because...”

74. Pause Points

- Can students explain why idea is not change?
- Can groups keep each card set together?
- Does every plan include R, two sources, Q, P, credit, and E2?
- Can students find a missing why it mattered?
- Can students answer the Module Question?

75. At-Home Connection

Choose a community change and say need, idea, action, change, and legacy. Give one quotation and one paraphrase with credit. Ask, “What does this evidence help you prove?”

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

“Mark your current level honestly, then choose one skill to strengthen.”

I Can...	Not yet	Getting set	I can do it
Gather relevant evidence.			
Tell Q from P and copying too closely.			
Give source credit.			
Explain action between idea and change.			
Write Body Paragraph 2 with R-E1-E2.			
Develop E2.			

77. Student Award

One research choice I am proud of:

78. Student Target

One skill I will strengthen:

Teacher Closure and Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

“Ideas do not automatically create change. People act on ideas and choices, and those actions can create consequences that reach later people and generations. Our evidence earned its place when it helped prove that connection.”

80. Essential / Overarching Question, Answered**How can an idea or decision change a society?**

An idea or decision can change a society when people act on it, support it, challenge it, or carry it forward. Action turns possibility into immediate change, and consequences may reach far beyond the original decision. The examples show that human choices shape what later generations receive.

81. Teacher Reflection

- Which students selected relevant evidence?
- Which distinguished Q, P, and C?
- Which developed multiple E2 sentences?
- Who can teach a complete change chain?
- Which source helped students see action?

82. Teacher Artifacts of Effectiveness

- Central Question and research plan
- Annotated Passage 16 notes
- Q, P, C classification
- Ordered card sets
- Body Paragraph 2 drafts and revisions
- Bibliography
- Conference notes
- Progress Tracker

Production and Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required content
1	IDEAS AND CHOICES	Grade 4, Cluster 8, Module 2
2	Research Question	Central Question and targets
3	Ideas Are Forces	Ideas, choices, culture, leadership
4	Change Chain	Need, idea, action, change, legacy
5	Q, P, or C?	Source habit
6	Five Case Studies	Magna Carta, Renaissance, Mansa Musa, Texas, culture
7	Challenge	Mixed cards
8	Body Paragraph 2	R-E1-E2
9	What Does This Prove?	E2 questions
10	Award and Target	Revision
11	Conference	Five frames
12	Transfer	PLACE, IDEAS AND CHOICES, LEGACY AND EVIDENCE, SYNTHESIS

84. Virtual / Online Adaptation

Display Passage 16 as a searchable evidence bank. Students label notes Q or P, type source credit, order digital cards in breakout rooms, draft independently, and use comments for source credit and E2. Partners share one immediate change and one longer legacy before the final synthesis.

Element	Adaptation
Shared screen	Annotate one chain together.
Breakout room	Order cards and defend action.
Document	Comment Q, P, credit, and E2.
Assessment	Submit Body Paragraph 2 and a recorded chain explanation.

Teacher Reflection

85. Teacher Reflection (This Module)

The right column is intentionally open.

What worked so well that I want to keep it	
What I would change next time	
Which students selected relevant evidence	
Which students distinguished Q, P, and C	
Which students developed E2	
Who taught a complete change chain	
One standard worth a second pass	
One idea to make this module better	
Open notes	

Research Source Review

Central Question: How can something people think, decide, create, or believe change a society?

Not every force that shapes a society can be seen on a map. Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.

A new idea about government can influence people centuries later. A ruler's decision can strengthen, or weaken, a kingdom. A song can preserve a culture. A business idea can change the way people work. A speech can encourage people to act.

To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward.

Ideas Can Become Rules

In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta. King John had demanded heavy taxes and made decisions that angered many people. The barons wanted limits placed on his power. The Magna Carta did not create modern democracy. It did not give equal rights to everyone in England.

However, it helped strengthen an important idea: A ruler should also be required to follow laws. That idea mattered. Over many centuries, people continued debating how much power leaders should have and what rights people should receive. Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.

This shows how change can begin. An idea does not need to solve every problem immediately to become important. Sometimes an idea becomes a starting point that later generations continue developing.

People Can Look Back to Move Forward

Hundreds of years after the Magna Carta, Europe experienced a period known as the Renaissance. Renaissance means rebirth. Artists, scholars, writers, and thinkers became increasingly interested in the learning and ideas of ancient Greece and Rome. They studied old texts and examined art.

They considered earlier ideas about government, mathematics, architecture, philosophy, and science. But they did not simply copy the past. They used old knowledge to create something new. Artists such as Raphael studied perspective, proportion, and the human body to make paintings appear more realistic.

Thinkers asked questions about people, learning, government, and individual ability. The Renaissance demonstrates another way societies change: People can study old ideas, reconsider them, and apply them in new situations. The past can become evidence. People can ask what worked, what did not work, what to preserve, and what to change.

Leadership Matters

Mansa Musa ruled the West African kingdom of Mali during the 1300s. Mali was already located near valuable gold resources and important trade routes. Mansa Musa could not take credit for creating the Sahara, discovering gold, or inventing trade.

But his leadership affected how Mali used those advantages. He supported trade and worked to protect important routes. He encouraged the development of cities such as Timbuktu. He supported learning and religious institutions. During his pilgrimage to Mecca, his wealth and generosity caused distant people to become interested in Mali.

His choices increased Mali's reputation far beyond West Africa. Resources create possibilities. Leadership helps determine what happens with them. Leadership can affect which opportunities grow and which are lost.

Choices Can Change a Map

After winning independence from Mexico, Texas existed for several years as the Republic of Texas. Texans faced a decision: remain independent or join the United States. Some believed joining would provide security and economic opportunities. Others worried about losing independence or changing political power. Texas was annexed by the United States in 1845 and became the twenty-eighth state.

Annexation increased tensions between the United States and Mexico, especially because the countries disagreed about the Texas boundary. Those tensions contributed to the Mexican-American War. When the war ended, the United States gained control of a vast amount of western territory. One political decision produced consequences far beyond the original question.

Ideas Need Support

During the Renaissance, wealthy patrons provided money to artists, architects, scholars, or other creators. Today, someone who wants to start a business might save money, borrow from a bank, attract investors, or receive help from family members. Ideas often need resources. Support can help turn an idea into action. A free enterprise system gives people opportunities to create businesses, sell products, provide services, and make choices about resources. Trying, adapting, borrowing, investing, saving, and learning are part of how economic ideas become real.

Voices Preserve Culture

Culture includes language, traditions, music, art, food, stories, beliefs, celebrations, and other ways people express who they are. Lydia Mendoza's Spanish-language music reflected everyday experiences and traditions. Her songs helped listeners hear their lives, language, and culture represented. Chelo Silva contributed to Tejano music. Julius Lorenzo Cobb Bledsoe achieved success on stage and in opera during a time when Black performers often faced serious discrimination.

Their music did more than entertain. It preserved experiences. It opened doors. It helped people feel represented. It gave later generations something they could hear and study. A song may reveal what people valued. A painting may show how people lived. A story may preserve a family's memory. An artwork may communicate a perspective that does not appear in a government document.

Citizens Participate

Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too. Dr. Martin Luther King Jr. used speeches, writing, marches, and nonviolent protest to call attention to racial injustice and encourage equality. His influence also depended on thousands who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy challenged Americans to think about citizenship and service. The Peace Corps gave Americans opportunities to volunteer around the world.

Citizenship is participation. A student may not deliver a speech to millions of people or run a government. Students can participate, listen, help, speak respectfully, learn about issues, notice a problem, and think about solutions. Large historical movements are made of many individual decisions.

Every Choice Remains Something Behind

A decision may last for an afternoon. Another may influence people centuries later. The Magna Carta influenced later discussions about government. Ancient Greek and Roman thought was studied during the Renaissance. Renaissance art continues to be studied. Mansa Musa's leadership helped Mali become remembered for trade, wealth, and learning. Texas annexation changed boundaries. Musicians preserved cultural experiences. Human choices create consequences. Some consequences are intended. Others are not. Some changes help people. Others cause conflict or harm.

Researchers ask: What idea existed? Who acted on it? Why did they act? Who was affected? What changed immediately? What lasted? Geography provides the setting, but people create rules, challenge rules, build businesses, study old ideas, lead, sing, paint, speak, vote, serve, preserve traditions, and make decisions. Societies are shaped by many people acting over time. Every generation receives something from the generations before it, then chooses what to preserve, question, improve, and contribute.

Central Question: How can something people think, decide, create, or believe change a society?

Not every force that shapes a society can be seen on a map. Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.

A new idea about government can influence people centuries later. A ruler's decision can strengthen, or weaken, a kingdom. A song can preserve a culture. A business idea can change the way people work. A speech can encourage people to act.

To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward.

Ideas Can Become Rules

In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta. King John had demanded heavy taxes and made decisions that angered many people. The barons wanted limits placed on his power. The Magna Carta did not create modern democracy. It did not give equal rights to everyone in England.

However, it helped strengthen an important idea: A ruler should also be required to follow laws. That idea mattered. Over many centuries, people continued debating how much power leaders should have and what

rights people should receive. Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.

This shows how change can begin. An idea does not need to solve every problem immediately to become important. Sometimes an idea becomes a starting point that later generations continue developing.

People Can Look Back to Move Forward

Hundreds of years after the Magna Carta, Europe experienced a period known as the Renaissance. Renaissance means rebirth. Artists, scholars, writers, and thinkers became increasingly interested in the learning and ideas of ancient Greece and Rome. They studied old texts and examined art.

They considered earlier ideas about government, mathematics, architecture, philosophy, and science. But they did not simply copy the past. They used old knowledge to create something new. Artists such as Raphael studied perspective, proportion, and the human body to make paintings appear more realistic.

Thinkers asked questions about people, learning, government, and individual ability. The Renaissance demonstrates another way societies change: People can study old ideas, reconsider them, and apply them in new situations. The past can become evidence. People can ask what worked, what did not work, what to preserve, and what to change.

Leadership Matters

Mansa Musa ruled the West African kingdom of Mali during the 1300s. Mali was already located near valuable gold resources and important trade routes. Mansa Musa could not take credit for creating the Sahara, discovering gold, or inventing trade.

But his leadership affected how Mali used those advantages. He supported trade and worked to protect important routes. He encouraged the development of cities such as Timbuktu. He supported learning and religious institutions. During his pilgrimage to Mecca, his wealth and generosity caused distant people to become interested in Mali.

His choices increased Mali's reputation far beyond West Africa. Resources create possibilities. Leadership helps determine what happens with them. Leadership can affect which opportunities grow and which are lost.

Choices Can Change a Map

After winning independence from Mexico, Texas existed for several years as the Republic of Texas. Texans faced a decision: remain independent or join the United States. Some believed joining would provide security and economic opportunities. Others worried about losing independence or changing political power. Texas was annexed by the United States in 1845 and became the twenty-eighth state.

Annexation increased tensions between the United States and Mexico, especially because the countries disagreed about the Texas boundary. Those tensions contributed to the Mexican-American War. When the war ended, the United States gained control of a vast amount of western territory. One political decision produced consequences far beyond the original question.

Ideas Need Support

During the Renaissance, wealthy patrons provided money to artists, architects, scholars, or other creators. Today, someone who wants to start a business might save money, borrow from a bank, attract investors, or receive help from family members. Ideas often need resources. Support can help turn an idea into action. A free enterprise system gives people opportunities to create businesses, sell products, provide services, and make choices about resources. Trying, adapting, borrowing, investing, saving, and learning are part of how economic ideas become real.

Voices Preserve Culture

Culture includes language, traditions, music, art, food, stories, beliefs, celebrations, and other ways people express who they are. Lydia Mendoza's Spanish-language music reflected everyday experiences and traditions.

Her songs helped listeners hear their lives, language, and culture represented. Chelo Silva contributed to Tejano music. Julius Lorenzo Cobb Bledsoe achieved success on stage and in opera during a time when Black performers often faced serious discrimination.

Their music did more than entertain. It preserved experiences. It opened doors. It helped people feel represented. It gave later generations something they could hear and study. A song may reveal what people valued. A painting may show how people lived. A story may preserve a family's memory. An artwork may communicate a perspective that does not appear in a government document.

Citizens Participate

Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too. Dr. Martin Luther King Jr. used speeches, writing, marches, and nonviolent protest to call attention to racial injustice and encourage equality. His influence also depended on thousands who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy challenged Americans to think about citizenship and service. The Peace Corps gave Americans opportunities to volunteer around the world.

Citizenship is participation. A student may not deliver a speech to millions of people or run a government. Students can participate, listen, help, speak respectfully, learn about issues, notice a problem, and think about solutions. Large historical movements are made of many individual decisions.

Every Choice Remains Something Behind

A decision may last for an afternoon. Another may influence people centuries later. The Magna Carta influenced later discussions about government. Ancient Greek and Roman thought was studied during the Renaissance. Renaissance art continues to be studied. Mansa Musa's leadership helped Mali become remembered for trade, wealth, and learning. Texas annexation changed boundaries. Musicians preserved cultural experiences. Human choices create consequences. Some consequences are intended. Others are not. Some changes help people. Others cause conflict or harm.

Researchers ask: What idea existed? Who acted on it? Why did they act? Who was affected? What changed immediately? What lasted? Geography provides the setting, but people create rules, challenge rules, build businesses, study old ideas, lead, sing, paint, speak, vote, serve, preserve traditions, and make decisions. Societies are shaped by many people acting over time. Every generation receives something from the generations before it, then chooses what to preserve, question, improve, and contribute.

Central Question: How can something people think, decide, create, or believe change a society?

Not every force that shapes a society can be seen on a map. Ideas do not have mountains. Choices do not flow like rivers. Culture cannot be measured the same way we measure rainfall. Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.

A new idea about government can influence people centuries later. A ruler's decision can strengthen, or weaken, a kingdom. A song can preserve a culture. A business idea can change the way people work. A speech can encourage people to act.

To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward.

Ideas Can Become Rules

In 1215, a conflict between King John of England and powerful barons led to an important document called the Magna Carta. King John had demanded heavy taxes and made decisions that angered many people. The barons wanted limits placed on his power. The Magna Carta did not create modern democracy. It did not give equal rights to everyone in England.

However, it helped strengthen an important idea: A ruler should also be required to follow laws. That idea mattered. Over many centuries, people continued debating how much power leaders should have and what rights people should receive. Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.

This shows how change can begin. An idea does not need to solve every problem immediately to become important. Sometimes an idea becomes a starting point that later generations continue developing.

People Can Look Back to Move Forward

Hundreds of years after the Magna Carta, Europe experienced a period known as the Renaissance. Renaissance means rebirth. Artists, scholars, writers, and thinkers became increasingly interested in the learning and ideas of ancient Greece and Rome. They studied old texts and examined art.

They considered earlier ideas about government, mathematics, architecture, philosophy, and science. But they did not simply copy the past. They used old knowledge to create something new. Artists such as Raphael studied perspective, proportion, and the human body to make paintings appear more realistic.

Thinkers asked questions about people, learning, government, and individual ability. The Renaissance demonstrates another way societies change: People can study old ideas, reconsider them, and apply them in new situations. The past can become evidence. People can ask what worked, what did not work, what to preserve, and what to change.

Leadership Matters

Mansa Musa ruled the West African kingdom of Mali during the 1300s. Mali was already located near valuable gold resources and important trade routes. Mansa Musa could not take credit for creating the Sahara, discovering gold, or inventing trade.

But his leadership affected how Mali used those advantages. He supported trade and worked to protect important routes. He encouraged the development of cities such as Timbuktu. He supported learning and religious institutions. During his pilgrimage to Mecca, his wealth and generosity caused distant people to become interested in Mali.

His choices increased Mali's reputation far beyond West Africa. Resources create possibilities. Leadership helps determine what happens with them. Leadership can affect which opportunities grow and which are lost.

Choices Can Change a Map

After winning independence from Mexico, Texas existed for several years as the Republic of Texas. Texans faced a decision: remain independent or join the United States. Some believed joining would provide security and economic opportunities. Others worried about losing independence or changing political power. Texas was annexed by the United States in 1845 and became the twenty-eighth state.

Annexation increased tensions between the United States and Mexico, especially because the countries disagreed about the Texas boundary. Those tensions contributed to the Mexican-American War. When the war ended, the United States gained control of a vast amount of western territory. One political decision produced consequences far beyond the original question.

Ideas Need Support

During the Renaissance, wealthy patrons provided money to artists, architects, scholars, or other creators. Today, someone who wants to start a business might save money, borrow from a bank, attract investors, or receive help from family members. Ideas often need resources. Support can help turn an idea into action. A free enterprise system gives people opportunities to create businesses, sell products, provide services, and make choices about resources. Trying, adapting, borrowing, investing, saving, and learning are part of how economic ideas become real.

Voices Preserve Culture

Culture includes language, traditions, music, art, food, stories, beliefs, celebrations, and other ways people express who they are. Lydia Mendoza's Spanish-language music reflected everyday experiences and traditions. Her songs helped listeners hear their lives, language, and culture represented. Chelo Silva contributed to Tejano music. Julius Lorenzo Cobb Bledsoe achieved success on stage and in opera during a time when Black performers often faced serious discrimination.

Their music did more than entertain. It preserved experiences. It opened doors. It helped people feel represented. It gave later generations something they could hear and study. A song may reveal what people valued. A painting may show how people lived. A story may preserve a family's memory. An artwork may communicate a perspective that does not appear in a government document.

Citizens Participate

Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too. Dr. Martin Luther King Jr. used speeches, writing, marches, and nonviolent protest to call attention to racial injustice and encourage equality. His influence also depended on thousands who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy challenged Americans to think about citizenship and service. The Peace Corps gave Americans opportunities to volunteer around the world.

Citizenship is participation. A student may not deliver a speech to millions of people or run a government. Students can participate, listen, help, speak respectfully, learn about issues, notice a problem, and think about solutions. Large historical movements are made of many individual decisions.

Every Choice Remains Something Behind

A decision may last for an afternoon. Another may influence people centuries later. The Magna Carta influenced later discussions about government. Ancient Greek and Roman thought was studied during the Renaissance. Renaissance art continues to be studied. Mansa Musa's leadership helped Mali become remembered for trade, wealth, and learning. Texas annexation changed boundaries. Musicians preserved cultural experiences. Human choices create consequences. Some consequences are intended. Others are not. Some changes help people. Others cause conflict or harm.

Researchers ask: What idea existed? Who acted on it? Why did they act? Who was affected? What changed immediately? What lasted? Geography provides the setting, but people create rules, challenge rules, build businesses, study old ideas, lead, sing, paint, speak, vote, serve, preserve traditions, and make decisions. Societies are shaped by many people acting over time. Every generation receives something from the generations before it, then chooses what to preserve, question, improve, and contribute.

Research Review Notes

Review the evidence in the same order each time: first identify the possibility, then identify the idea or choice, then identify the action, then identify the immediate change, and finally identify what remains for later people. This order protects the explanation from a jump. It also makes it easier to choose a sentence that belongs in the body paragraph. A fact about a resource may be useful, but the writer must show what a person or group did with that resource. A fact about a song may be useful, but the writer must show which experience or perspective the song preserves. A fact about a political decision may be useful, but the writer must show who was affected and what changed beyond the original question.

Review source use by asking three questions. Are these the source words or the student words? Is the source named? Does the evidence help prove the R? If the answer to the first question is exact source words, the student needs quotation marks and attribution. If the answer is a restatement in new wording and structure, the student needs source credit and a P label. If the answer is wording that stays too close,

the student must cover the source and retell the meaning again. The goal is not to make the writing sound different for its own sake. The goal is to represent the source accurately and honestly.

Review corroboration by asking what the second source adds. It may support the same claim, clarify a historical setting, provide another perspective, or show that a consequence continued. The student should name the relationship instead of placing two facts side by side. A sentence such as “The second source supports this claim because it also shows how an action affected later people” explains the connection. A second source that does not address the R does not strengthen the paragraph merely because it is different.

Review the capstone connection by asking whether the paragraph can sit between PLACE and LEGACY AND EVIDENCE. The ideas-and-choices paragraph should show how people used possibilities, made decisions, acted, created, led, participated, or preserved culture. It should prepare the later discussion of what remains. It should also prepare SYNTHESIS by showing what the examples prove together. The paper becomes focused when every reason, source, quotation, paraphrase, corroboration, and explanation returns to the thesis (central idea).

Overarching Question, Answered

How can an idea or decision change a society?

An idea or decision can change a society when people act on it, support it, challenge it, or carry it forward. The action turns a possibility into an immediate change, and the consequences may reach far beyond the original decision. The examples show that human choices shape what later generations receive and what they choose to contribute.

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

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

Grade 4 | Cluster 8 | Module 3

Grade: 4

Cluster: 8, Research Convergence capstone with PLACE, IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS

Module: 3 of the cluster

Primary Instructional Category: Research Writing / Evidence Comparison / Body Paragraph 3

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

Content Connection / Source Title: the simulated museum research source "The Evidence Room" with six exhibits

Primary TEKS: [4.13C](#), [4.13D](#), [4.13E](#), [4.13F](#), and [4.11B](#)

Approximate Daily Instructional Time: 20 minutes per day, across 5 days

Copyright: The Writing Academy®, LLC

Research and Writing TEKS Woven Into This Module

The research breakouts below are woven into the evidence bank, SOURCE DETECTIVE, Body Paragraph 3, and Mini Museum routines. TEKS codes are boxed; ELPS codes remain plain.

- **4.13A** generate and clarify questions on a topic for formal and informal inquiry. *[Woven into the Research Note and Curator's Challenge.]*
- **4.13B** develop and follow a research plan with adult assistance. *[Woven into preparation and the R-E1-E2 sequence.]*
- **4.13C** identify and gather relevant information from a variety of sources. *[Woven throughout the Evidence Room and SOURCE DETECTIVE.]*
- **4.13D** identify primary and secondary sources. *[Woven into source-type sorting and source-credit work.]*
- **4.13E** demonstrate understanding of information gathered. *[Woven into every E2 explanation.]*
- **4.13F** recognize the difference between paraphrasing and plagiarism when using source materials. *[Woven into Q, P, and C practice.]*
- **4.13G** develop a bibliography. *[Woven into source-credit and bibliography notes.]*
- **4.13H** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. *[Woven into Body Paragraph 3 and Mini Museum.]*

1. A Little Inspiration Goes a Long Way!

Historians cannot travel back in time. Researchers study what remains: artifacts, maps, documents, artwork, music, and geographic maps. Each source can reveal something about the past, but one source rarely tells the whole story.

TEACHER SCRIPT

"A report collects information. A research paper uses information to prove an answer."

Connection to this week's type of thinking: students identify each source's power, name its limit, corroborate it with another source, and explain what the pieces prove together about legacy.

2. Why This Module Matters

This is the Grade 4 research capstone. Students compare different source types to decide what a society valued, what changed, and what later generations inherited. They do not collect facts for their own sake. They select evidence because it helps prove an assigned reason, give source credit, explain a source's power and limit, and corroborate a conclusion.

Where it fits into writing: the class is building one research paper across four weeks. PLACE asks what geography makes possible; IDEAS AND CHOICES asks what people decide; LEGACY AND EVIDENCE asks what remains; SYNTHESIS connects the pieces.

Why it matters beyond this assignment: students learn to question evidence, distinguish quotation from paraphrase, reject copying too closely, and explain why evidence matters.

3. Module Essential / Overarching Question

How can researchers decide what a society left behind?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday): I think researchers compare what different sources reveal.

My Final Thinking (Friday): I can explain what evidence proves about legacy and why one source is not enough.

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families can help students practice research thinking with familiar objects and memories. This page gives families a clear picture of the evidence habit, questions for a natural conversation, and simple activities that require no special materials.

How to Send It: copy the letter in the language each family prefers, or send both. Remind families that the goal is to ask what a source can reveal and what it cannot tell alone.

5. Family Letter (English)

Dear Families,

This week your student studies LEGACY AND EVIDENCE: What Lasts, and How Do We Know? The class will use the simulated museum research source "The Evidence Room" as an evidence bank. Students compare artifacts, maps, documents, artwork, music, and geographic maps because one source rarely tells the whole story.

Students will ask what each source can reveal, what it cannot reveal alone, and which second source could corroborate it. They will distinguish a direct quotation from a paraphrase, give source credit for both, and write Body Paragraph 3 using R-E1-E2. Ask your student, "What does this evidence help you prove?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante estudia LEGADO Y EVIDENCIA: ¿Qué perdura y cómo lo sabemos? La clase usará la fuente simulada del museo "The Evidence Room" como banco de evidencia. Los estudiantes compararán artefactos, mapas, documentos, obras de arte, música y mapas geográficos porque una sola fuente rara vez cuenta toda la historia.

Pregúntele: ¿Qué puede revelar esta fuente? ¿Qué no puede decir por sí sola? ¿Qué segunda fuente podría corroborarla? Su estudiante distinguirá una cita directa de una paráfrasis, dará crédito a ambas y explicará qué prueban juntas.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- Why might an artifact and a written document reveal different parts of history?
- What could a concert listing tell a researcher? What could it not tell alone?
- Why does a quotation need source credit even when it uses quotation marks?
- Why does a paraphrase still need source credit after the wording changes?
- How do two sources make a conclusion stronger than one source alone?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Two Pieces of Evidence

Choose two items connected to the same family memory, such as a photograph and an object. For each one, complete: "This source is...", "It can help us understand...", and "It cannot tell us..." Then decide what the two sources suggest together.

Family Activity: Quote or Paraphrase

Read one sentence from a household text. Repeat it exactly as a quotation, then restate the same idea in new words and sentence structure as a paraphrase. Name the source both times.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces about source power, source limits, corroboration, and explanation.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the idea that every source has power and a limit.
Reveal	■ TEACH	Makes source comparison and corroboration visible.
Attempt	○ LEARN	Students select a strong source match and justify it.
Discuss	○ LEARN	Students explain why one source is not enough.
Use	✓ ASSESS	Students independently draft Body Paragraph 3.
Award	✓ ASSESS	Students recognize strong source judgment and explanation.
Target	✓ ASSESS	Students revise a limitation or corroboration gap.
Explain / Educate	✓ ASSESS	Students teach a Mini Museum explanation and transfer the habit.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 8, Module 3
Module Category	Research Convergence / Legacy and Evidence / Body Paragraph 3
Primary TEKS	4.13C , 4.13D , 4.13E , 4.13F
Primary Breakout	Gather relevant information from varied sources, identify source types, demonstrate understanding, and distinguish paraphrasing from copying.
Spiral TEKS	4.13A , 4.13B , 4.13G , 4.13H , 4.11B , 4.11C , and 4.11D
Recursive TEKS	DOT reading, source credit, bibliography notes, Q/P/C marking, R-E1-E2 body paragraphs, and R1-R2-R3 conclusions.
Content Connection	"The Evidence Room" simulated museum and archive collection with six exhibits.
Daily Lesson Time	20 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Power-limit notes, SOURCE DETECTIVE match, Q/P notes, independent Body Paragraph 3, revision target, and Mini Museum explanation.
Formal Assessment Product	Independent Body Paragraph 3 using the assigned R, two source types, source credit, a limitation, corroboration, and E2.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will compare artifacts, maps, documents, artwork, music, and geographic maps; explain each source's power and limit; corroborate evidence; distinguish quotation, paraphrase, and copying; and write Body Paragraph 3 using R-E1-E2.

I Will Statements

- 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 Statements

- 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.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I use the assigned R exactly.
- I use evidence about culture or legacy and evidence from a second source type.
- I name a source limitation or perspective.
- I mark Q or P and give source credit.
- My E2 explains what the evidence means, why it matters, and how it proves the R.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1 verbal product: power, limit, and corroboration for Caddo Pottery.
- Day 2 collaborative product: SOURCE DETECTIVE match with strongest source, explanation, limitation, and corroborating source.
- Day 3 independent product: Body Paragraph 3 with the assigned R, two source types, Q or P source credit, limitation, and E2.
- Day 4 revision: awards for source match, corroboration, limitation, and legacy explanation, followed by an independent target revision.
- Day 5 Mini Museum explanation and transfer to the shared thesis (central idea).

15. TEKS Correlations

Primary targets are the Grade 4 research TEKS. The Student Expectation column preserves the lesson plan wording; TEKS codes are boxed.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.13A	Research	generate and clarify questions on a topic for formal and informal inquiry	Day 1	Days 1-3	Research Notes and Curator's Challenge
4.13B	Research	develop and follow a research plan with adult assistance	Day 1	Days 1-5	Body Paragraph 3 plan
4.13C	Research	identify and gather relevant information from a variety of sources	Day 1	Days 1-3	Q/P notes and Body Paragraph 3
4.13D	Research	identify primary and secondary sources	Day 1	Days 1-5	Source-type explanation
4.13E	Research	demonstrate understanding of information gathered	Day 1	Days 2-5	E2 and Mini Museum
4.13F	Research	recognize the difference between paraphrasing and plagiarism when using source materials	Day 1	Days 2-5	Q/P/C check
4.13G	Research	develop a bibliography	Day 2	Days 3-5	Source-credit notes
4.13H	Research	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Day 5	Day 5	Mini Museum
4.11C	Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4	Revised Body Paragraph 3

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.13C	identify and gather relevant information from a variety of sources	Evidence Room; Days 1-3
PRIMARY	4.13D	identify primary and secondary sources	Day 1 source-type modeling
PRIMARY	4.13E	demonstrate understanding of information gathered	Days 2-5 E2 and Mini Museum
PRIMARY	4.13F	recognize the difference between paraphrasing and plagiarism when using source materials	Day 1 Q/P/C; Days 2-5
SPIRAL	4.13A	generate and clarify questions on a topic for inquiry	Research Notes and Curator's Challenge
SPIRAL	4.13B	develop and follow a research plan with adult assistance	Body Paragraph 3 plan
SPIRAL	4.13G	develop a bibliography	Source-credit notes
SPIRAL	4.13H	use an appropriate mode of delivery to present results	Mini Museum
RECURSIVE	4.11B	develop drafts into focused, structured, and coherent writing	Body Paragraph 3
RECURSIVE	4.11C	revise drafts to improve coherence and clarity	Day 4 target revision
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / R-E1-E2	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the source type and retrieve accurate information.	Supported on Day 1.	The student names an artifact, map, document, artwork, music listing, or geographic map.
Inferential	Explain what the source may show and what it cannot show alone.	Guided on Day 1; independent by Day 2.	The student writes a power and a limit.
Evaluative	Judge the strongest source for a claim and select corroboration.	Partner discussion on Day 2.	The student explains why the match is stronger than alternatives.
Synthesis	Connect different source types to the assigned R and thesis (central idea).	Independent on Day 3 and Day 5.	E2 explains what the sources prove together about legacy.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student names an object or repeats one source detail.
Level 2	■ square	Orange	Emergent	Student identifies what a source can tell without explaining its limit.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects a relevant Q or P to the assigned R with source credit.
Level 4	△ triangle	Green	Independent	Student compares two source types, explains a limitation, and develops E2.
Level 5	◆ diamond	Blue	Reflective	Student corroborates evidence and explains what later generations inherited.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What is this source?	I can name the source type.	Source identification
Emergent (Orange)	What does it tell me?	I can state one accurate detail.	Retrieval
Visible (Yellow)	What does it not tell me?	I can state a source limit.	Disciplinary caution
Independent (Green)	What other source could I use?	I can choose corroboration and explain why.	Source judgment
Reflective (Blue)	What do the sources prove together?	I can explain what later generations inherited.	Legacy synthesis

Where this module primarily operates: Independent and Reflective (Levels 4-5). Students compare, credit, corroborate, and explain evidence across source types.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A source is strong merely because it contains a word from the thesis (central idea).	The teacher may accept a repeated word as the reason for selection.	Ask what the evidence helps prove and require power, limit, and corroboration.
Old automatically means legacy.	The teacher may accept any historical detail without explaining what remains.	Ask how the past continues to shape what later people understand, value, question, or create.
A source tells the whole story.	The teacher may skip the source's limits or missing perspectives.	Keep the What It Cannot Tell Us Alone section beside every selected E1.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A paraphrase does not need credit.	The student changes a few words and omits the source.	Remind the student that P changes words and structure but still needs source credit.
Copying closely is a paraphrase.	The student preserves the source's wording or structure.	Mark C, then read, cover, tell, write, and check again.
Evidence explains itself.	The student lists a detail but does not connect it to the assigned R.	Ask the three E2 questions: What does it mean? Why does it matter? How does it prove the R?

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **[4.13C]** identify and gather relevant information from a variety of sources; **[4.13D]** identify primary and secondary sources; **[4.13E]** demonstrate understanding of information gathered; and **[4.13F]** recognize the difference between paraphrasing and plagiarism when using source materials. Students also develop and revise Body Paragraph 3 with **[4.11B]** and **[4.11C]**.

26. How I Say the Standard!

TEKS says	How I say it
identify and gather relevant information from a variety of sources; identify primary and secondary sources; demonstrate understanding of information gathered; recognize the difference between paraphrasing and plagiarism when using source materials [4.13C] [4.13D] [4.13E] [4.13F]	I can compare different source types, say what each can tell and cannot tell alone, credit a quotation or paraphrase, and explain what the sources prove together.

27. This Week I Can...

This week I can compare evidence, explain source power and source limits, corroborate a conclusion, distinguish Q, P, and C, credit my sources, and write Body Paragraph 3 using R-E1-E2.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Recognize an artifact, map, document, artwork, music listing, and geographic map as source types.
- Read an exhibit for relevant evidence connected to an assigned R.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is information used as proof and that one source rarely tells the whole story.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, name one source type, what it can tell us, what it cannot tell us alone, and a second source you could compare."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
source	where information comes from	I name the source.

power	what a source can tell us	This source's power is ____.
limit	what a source cannot tell us alone	This source's limit is ____.
corroborate	compare another source to support a conclusion	I corroborate this with ____.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY laws help communities stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
old	from a time long ago	The source is old, but ____.
last	to remain over time	This change lasted because ____.
tell	to give information	This source can tell us ____.
show	to make an idea clear	The map may show ____.
compare	to notice how things are alike and different	I compare ____ with ____.
choose	to select from options	I choose this source because ____.
strong	well supported or useful	This is strong evidence because ____.
limit	what something cannot do alone	One limit is ____.
change	to become different	The evidence shows a change in ____.
remain	to continue to exist	What remained was ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
research	investigation that uses information to prove an answer	My research helps prove ____.
evidence	information used as proof	This evidence proves ____.
quotation	exact source words in quotation marks with attribution	My quotation from the source is ____.
paraphrase	a source idea restated in new words and structure with credit	My paraphrase explains ____.
source	where information comes from	I credit the source by ____.
geography	landforms, water, climate, plants, animals, and resources	Geography created the possibility of ____.
resource	something useful people can use	The resource supported ____.
climate	the usual weather conditions of a place	Climate affected ____.
scarcity	a condition in which something needed is limited	Scarcity required people to ____.
trade	the exchange of goods between people or places	Trade connected ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
legacy	LEG-uh-see	something from the past that continues to shape later people
corroborate	kuh-ROB-uh-rayt	compare another source to see whether it supports a conclusion
artifact	AR-tuh-fakt	an object studied as evidence about people and the past
attribution	at-ruh-BYOO-shun	words that identify the source of evidence
perspective	per-SPEK-tiv	a particular point of view or experience
craftsmanship	KRAFTS-muhn-ship	skill used to make something well
archaeological	ar-kee-uh-LOJ-ih-kuhl	connected to studying the past through material remains
reproduction	ree-pruh-DUK-shun	a copy made to represent an original work
Renaissance	REN-uh-sahns	a period when European artists and thinkers renewed interest in ancient learning
historian	his-TOR-ee-un	a researcher who studies and explains the past using evidence

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. The Evidence Room is a simulated museum and archive collection created for classroom research practice. Its six exhibits pair each source with what it may show and what it cannot tell alone. The source types are artifact, historical document, trade map, artwork, cultural listing and music, and geographic map.

Important conceptual background. Students must keep power and limit visible together. An artifact can show craftsmanship and connection, but it cannot explain every part of a culture. A document can preserve an idea, but it cannot explain every person's experience. A map can show patterns, but it cannot explain every decision.

Content context and connection to writing instruction. Across four weeks students build one research paper about what shapes a society. PLACE, IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS remain connected through the shared thesis (central idea), three reasons, direct quotations and paraphrases, corroboration, explanation, and the RRR conclusion.

The R-E1-E2 Habit

Before writing, students DOT unknown words, name the source type, select evidence, mark Q or P, record source credit, state power and limit, choose corroboration, and orally rehearse E2. R is the assigned reason; E1 is credited evidence; E2 answers what the evidence means, why it matters, and how it proves the R. **4.13C** **4.13E**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for SOURCE DETECTIVE
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Display the Big Research Lesson: a report collects information; a research paper uses information to prove an answer.
- ☐ Prepare the Evidence Room source copy, Student Annotation Guide, and Q/P/C highlighting copy.
- ☐ Prepare six Claim Cards and twelve Source Cards for SOURCE DETECTIVE, plus the answer key.
- ☐ Keep the Evidence Room available as an evidence bank across all five days.
- ☐ Display the assigned Body Paragraph 3 R, the R-E1-E2 sequence, and the R1-R2-R3 conclusion frame.
- ☐ Prepare source-type icons, the power-limit organizer, source-credit reminders, and Mini Museum evidence objects or cards.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	20	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce R-E1-E2.
Day 2	20	A Attempt	Play SOURCE DETECTIVE: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	20	D Discuss + U Use	Discuss the the assigned source's power and limit; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	20	A Award + T Target	Recognize accurate shaping and a matching thesis (central idea); revise "One source tells the whole story" using the conflict and set a next step.
Day 5	20	E Educate and Explain to Others	Teach a partner prompt shaping and R-E1-E2; shape the Caddo Pottery HOW exit ticket and write a thesis (central idea) with the way underlined.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects research literacy to history, geography, culture, and responsible use of evidence.

Element	This Module
Suitability	A natural fit. Researchers decide what a society left behind by connecting pieces of evidence.
Focus	Historical thinking, source comparison, cultural perspective, and responsible source credit.
Historical / Content Connection	The Evidence Room includes Caddo Pottery, the Magna Carta, Across the Sahara, The School of Athens, Texas Voices, and Four Texas Regions.
Perspective Connection	Every source has a perspective and a limit. Researchers seek missing voices and corroborating evidence.
Literacy-to-Citizenship Connection	Communities make better decisions when people examine evidence, question limits, and explain conclusions accurately.
Citizenship Question	"How can careful researchers make fair conclusions from incomplete evidence?"
Teacher Script	<i>"Researchers honor people and the past when they name where information comes from, explain its limits, and connect sources carefully."</i>
Accuracy / Source Note	The Evidence Room is a simulated museum research guide for classroom practice. Use the source's own power-and-limit pairings.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (R-E1-E2) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 4.13C
E	Explanation	How the evidence proves the thesis (central idea). 4.13C
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (R-E1-E2) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

Passage use: use the research source below at high stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "The Evidence Room: What Did They Leave Behind?" (Stamina: High)

- [1] Pretend Institution: Museum of People, Place & Change Exhibit: The Evidence Room Source Type: Simulated Museum and Archive Collection This is a simulated museum research guide created for classroom research practice. The museum and exhibit are not real. The objects and historical topics are based on subjects students have studied.
- [2] Welcome, Young Historian!
- [3] Historians cannot travel back in time. Instead, they study evidence. Evidence might include: artifacts maps documents artwork photographs music letters buildings written accounts Each piece of evidence can reveal something about the past. But remember: One source rarely tells the whole story. Explore the six exhibits.
- [4] EXHIBIT 1
- [5] Caddo Pottery
- [6] What You See
- [7] A decorated pottery bowl made in the style of pottery created by Caddo people. Beside it is a map showing parts of East Texas, including rivers and the Piney Woods.
- [8] Museum Caption
- [9] Caddo communities used natural resources from their environment to support daily life. They farmed, built homes, created pottery, and traded with other communities. Rivers helped provide water and transportation.
- [10] What This Evidence May Show
- [11] The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship. Its location and materials may also help researchers study trade and community life.
- [12] What It Cannot Tell Us Alone
- [13] The bowl cannot explain every part of Caddo culture. Researchers need other evidence, including historical records, archaeological findings, and information from Caddo people.
- [14] Research Note
- [15] What does this artifact suggest about skill, culture, or connection?
- [16] EXHIBIT 2
- [17] The Magna Carta
- [18] What You See
- [19] A reproduction of an old handwritten document. DATE 1215 LOCATION England
- [20] Museum Caption
- [21] 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. It did not create equal rights for everyone.
- [22] What This Evidence May Show
- [23] The document provides evidence that people were questioning how much power a ruler should have.
- [24] What It Cannot Tell Us Alone
- [25] Reading the document alone does not explain everything about life in England or how every person experienced its effects.
- [26] Research Note
- [27] How can a written idea influence people who live much later?
- [28] EXHIBIT 3
- [29] Across the Sahara
- [30] What You See

[31] A trade-route map showing paths across the Sahara Desert. Beside the map are pictures representing gold and salt.

[32] Museum Caption

[33] Merchants traveled across the Sahara in caravans. Mali became wealthy partly because of its location near valuable resources and important trade routes. Gold, salt, cloth, tools, books, and other goods moved between communities.

[34] What This Evidence May Show

[35] The map shows that distant places were connected. The resources help explain why people were willing to make difficult journeys.

[36] What It Cannot Tell Us Alone

[37] The map does not show every person who traveled the routes or exactly what each traveler experienced.

[38] Research Note

[39] How did resources and location work together to help Mali grow?

[40] EXHIBIT 4

[41] The School of Athens Artist Raphael

[42] What You See

[43] A reproduction of a Renaissance painting showing many thinkers gathered in a large building. Some figures appear to be reading, discussing, questioning, or teaching.

[44] Museum Caption

[45] During the Renaissance, European artists and thinkers became increasingly interested in ideas from ancient Greece and Rome. Raphael's painting shows ancient thinkers while also demonstrating Renaissance interest in learning, human thought, mathematics, art, and perspective.

[46] What This Evidence May Show

[47] Artwork can provide evidence about what people valued. This painting suggests that knowledge, discussion, and ancient learning were important ideas during the Renaissance.

[48] What It Cannot Tell Us Alone

[49] One painting cannot explain everything people believed during the Renaissance.

[50] Research Note

[51] Why might an artist use people from the past to communicate an idea to people in his own time?

[52] EXHIBIT 5

[53] Texas Voices

[54] What You See

[55] A simulated concert program featuring: Lydia Mendoza Chelo Silva Julius Lorenzo Cobb Bledsoe

[56] Museum Caption

[57] Texas culture developed from many voices and traditions. Mendoza helped preserve Mexican American experiences through Spanish-language music. Silva helped Tejano music reach larger audiences. Bledsoe achieved success as an African American stage and opera singer despite barriers faced by Black performers.

[58] What This Evidence May Show

[59] Music and performance can preserve culture and help people share experiences. Artists can also challenge ideas about whose voices deserve to be heard.

[60] What It Cannot Tell Us Alone

[61] A concert program can tell us who performed, but it cannot fully explain what listeners thought or how every audience member responded.

[62] Research Note

[63] How can music become a source of historical evidence?

[64] EXHIBIT 6

[65] Four Texas Regions

[66] What You See

[67] A map divided into: Coastal Plains North Central Plains Great Plains Mountains and Basins Symbols show farms, cattle, ports, oil, minerals, wind turbines, fishing, and large cities.

[68] Museum Caption

[69] Texas does not have the same geography everywhere. Different regions contain different landforms, climates, resources, and economic activities. For example: Gulf access supports shipping and fishing. Grasslands support ranching. Strong winds can support wind energy. Oil, gas, and minerals support energy and mining industries.

[70] Rainfall and soil affect agriculture.

[71] What This Evidence May Show

[72] Maps can help researchers notice patterns between geography, resources, settlement, and economic activity.

[73] What It Cannot Tell Us Alone

[74] A map shows patterns, but it cannot explain every decision made by the people who live there.

[75] Research Note

[76] Does geography control what people do, or does it create possibilities from which people make choices?

[77] Curator's Challenge

[78] You have examined: an artifact a historical document a trade map a painting a cultural program a geographic map Which source would be strongest evidence for each claim? Claim A Geography can influence the way people live and work. Claim B Connections between communities can create change. Claim C

[79] Ideas can influence people long after they first appear. Claim D Culture can be preserved through art and music.

[80] Think Like a Historian

[81] Before using evidence, ask: 1. What is this source? Is it an artifact, map, document, artwork, or something else? 2. What does it tell me? Look closely for information that supports your question. 3. What does it NOT tell me? Every source has limits. 4. What other source could I use?

[82] Strong researchers compare information from more than one place.

[83] Final Museum Message

[84] 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. Each source gives us one piece.

[85] Researchers build stronger explanations when they connect the pieces.

48. Student Annotation Guide

The evidence students learn to identify in the research source. **4.13C** **4.13E**

Power, Limit, and Corroboration

TRACKS	Evidence
Source	Caddo Pottery, an artifact with a map
Power	It may show skilled art, craftsmanship, trade, and community life.
Limit	The bowl cannot explain every part of Caddo culture.
Q or P	Q: "Rivers helped provide water and transportation."
Corroborate	Compare historical records, archaeological findings, and information from Caddo people.
Research Note	What does this artifact suggest about skill, culture, or connection?

Q, P, and C

TRACKS	Evidence
Q	Exact source words in quotation marks with attribution.
P	The same idea in new words and a new sentence structure with source credit.
C	Copying too closely. It is not acceptable evidence use.
Power	Evidence helps prove the assigned R.
Limit	One source rarely tells the whole story.
Source Credit	Record the source title and exhibit beside every Q and P.

49. TRACKS Evidence Highlighting

Preview the Evidence Room with students before reading. Students mark the source type, relevant detail, power, limit, Q or P status, source credit, and corroborating source. **4.13C** **4.13F**

Use the evidence bank as a navigable source. Students read the assigned exhibit, select the smallest set of strongest evidence, and explain what each detail helps prove.

Mark	Category	What It Captures (Color Label)
S	Source Type	Artifact, document, trade map, artwork, cultural listing, or geographic map.
P	Power	What the source may show about culture, connection, ideas, or geography.
L	Limit	What the source cannot tell us alone.
Q/P/C	Evidence Use	Quotation, paraphrase, or copying too closely.
C	Credit	Source title and exhibit named beside every Q and P.
R	Corroboration	Another source that supports or complicates the conclusion.

Evidence note: the source copy and annotation organizer are supplied separately. This guide lists the routine and the source logic.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 20 MINUTES

Day Purpose: gather ideas about problems, reveal the three prompt shapes, and model a thesis (central idea) that answers WHY.

Standard	Focus
TEKS	4.13B plan a first draft; 4.13E / 4.13E compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Display the six source icons and ask what each kind of evidence might reveal.

TEACHER SCRIPT

"Which one tells history best? The answer is not one of them. Each source can tell us something different."

CLASS SLIDE

Every source has POWER, what it can tell us, and LIMIT, what it cannot tell us alone.

Students DOT unknown words as they preview the Evidence Room. Model Caddo Pottery: skilled art, craftsmanship, trade, and community life are possible findings; the bowl cannot explain every part of Caddo culture. [4.13C](#)

CLASS SLIDE

CORROBORATE: compare another source.

REVEAL ■ TEACH

CLASS SLIDE

Model the Caddo Pottery source. Mark source type, relevant detail, power, limit, Q or P, credit, and corroboration.

CLASS SLIDE

Q = exact words. P = same idea in new words and structure. C = copying too closely and not acceptable.

TEACHER SCRIPT

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

Use the Evidence Room wording, "Rivers helped provide water and transportation," as a direct quotation with source credit. Then model a paraphrase and name a second source such as archaeological findings.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Model explanation: The Caddo artifact can show craftsmanship and community connection, but another source is needed to explain the wider culture.

Point out that evidence does not explain itself. The writer must state what the evidence means, why it matters, and how it proves the assigned R.

POWER: tells me what the source may reveal. A source detail can help me prove the assigned R.

LIMIT: tells me what the source cannot establish alone. A second source can corroborate or add perspective.

Connect the thesis (central idea) to R-E1-E2

CLASS SLIDE

R = assigned reason. E1 = credited evidence. E2 = meaning, importance, and proof. Repeat E1 and E2 for a second source type.

CLASS SLIDE

R1 restates the thesis (central idea). R2 refers to the evidence as a whole. R3 reflects the big picture.

CLASS SLIDE

Both Q and P require source credit. One source rarely tells the whole story.

Point to the power, limit, corroboration, and E2 questions. **4.13C** **4.13E** **4.13F**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students name the Caddo source type, one power, one limit, and one corroborating source.

Misconception / teacher move: if a student chooses evidence because it repeats a word from the thesis (central idea), ask what the evidence helps prove.

Access without lowering rigor: reread the relevant exhibit and allow oral rehearsal; students still select, credit, compare, and explain.

DAY 2 | ATTEMPT | 20 MINUTES

Day Purpose: use SOURCE DETECTIVE to select the strongest source for a claim, explain its power and limit, and name corroboration.

Standard	Focus
TEKS	4.13B planning; 4.13E / 4.13E a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

SOURCE DETECTIVE: draw a Claim Card, draw three Source Cards, select the strongest source, explain what it proves, and explain one limitation.

CLASS SLIDE

Earn 1 point for strong evidence, 1 for explanation, 1 for a source limitation, and 1 bonus point for a corroborating source.

Use the claims: Geography influences how people live and work; connections between societies can create change; ideas can influence people long after they begin; culture can be preserved through art and music. Use the source cards named in the lesson plan.

GAME MATERIALS

Prepare six Claim Cards, twelve Source Cards, Q, P, and C response cards, and retain the answer key.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Draw a Claim Card.	Read the complete claim.
2	Draw three Source Cards.	Name each source type.
3	Select the strongest source.	Choose by what it can prove, not by a repeated word.
4	Explain what the source proves.	Connect evidence to the claim.
5	Explain one limitation.	State what the source cannot tell alone.
6	Choose corroboration.	Name a second source that adds support or perspective.
7	Mark Q, P, or C.	Q and P need credit; C is not acceptable.
8	Earn the point for strong evidence.	The detail is relevant.
9	Earn the point for explanation.	E2 explains meaning and importance.
10	Earn the point for limitation.	The limit is accurate.
11	Earn the corroboration bonus.	The second source truly matches the claim.
12	Switch roles and play another turn.	Both partners justify a source match.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only says the discovery was good, return to HOW and ask for the way it solved the problem.

Access without lowering rigor: allow oral rehearsal and pointing to the shape chart before writing. **Student product:** shaped prompts and prompt-matched theses.

DAY 3 | DISCUSS AND USE | 20 MINUTES

Day Purpose: explain why a source is not strong merely because it contains a thesis (central idea) word, then independently draft Body Paragraph 3.

Standard	Focus
TEKS	4.13B planning; 4.13E / 4.13E composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

CLASS SLIDE

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

TEACHER SCRIPT

"A relevant source proves a part of the R. Name the power, name the limit, and explain what the evidence helps prove."

Expected student response: source strength depends on relevance, power, limit, and corroboration, not on one repeated word.

CLASS SLIDE

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

RESEARCH CONVERSATION **4.13E**

Students compare the Texas Voices listing and The Magna Carta. They explain what each source may show, what it cannot show alone, and how a second source changes the conclusion.

Use the shared thesis (central idea): People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Write Body Paragraph 3 using R-E1-E2 and two source types.

Step 1: Write the assigned R exactly. **4.13B**

Step 2: Select and credit E1 about culture or legacy. Mark Q or P.

Step 3: Develop E2: What does the evidence mean? Why does it matter? How does it prove the R?

Step 4: Select and credit E1 from a second source type and add a limitation or perspective sentence.

CLASS SLIDE

Every fact must earn its place. Before including evidence, ask, "What does this help me prove?"

Independent Body Paragraph 3 Check

Required product: the assigned R, evidence about culture or legacy, evidence from a second source type, source credit for Q or P, a limitation or perspective sentence, explanation of what remained or changed, and a connection to the thesis (central idea).

WRITING REQUIREMENT **4.13F**

Use Q for exact words, P for a genuine paraphrase, and C for copying too closely. Q and P both require source credit.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the draft. Check the assigned R, two source types, Q/P marking, source credit, limitation, corroboration, and E2.

Misconception / teacher move: if a student lists facts, ask what each fact proves and which second source corroborates it.

Access without lowering rigor: reread only the relevant exhibit and point to the R-E1-E2 sequence; the student still selects, credits, and explains the evidence. **Student product:** independent Body Paragraph 3.

DAY 4 | AWARD AND TARGET | 20 MINUTES

Day Purpose: recognize the strongest source match, corroboration, limitation statement, and legacy explanation, then revise one target independently.

Standard	Focus
TEKS	4.13E / 4.13E a clear central idea; 4.11C revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

CLASS SLIDE

Award: strongest source match, best corroboration, strongest limitation statement, strongest legacy explanation.

TEACHER SCRIPT

"Point to the exact sentence that earns your award. Explain why it is accurate, relevant, and connected to the assigned R."

CLASS SLIDE

Partners identify the source type, power, limit, corroborating source, and E2.

Students point to their own work as evidence for the strength they name.

TARGET ✓ ASSESS

CLASS SLIDE

Target question: Where am I treating one source as if it tells the whole story?

Students revise one area independently. Underline the assigned R, box source credit, mark Q or P, label the two source types, star the limitation or perspective sentence, and draw an arrow from each E1 to its E2.

CLASS SLIDE

Revision target: add a limit, add corroboration, or explain what the evidence proves together.

Embedded check: the student names the target and revises the target area without a supplied sentence.

SMALL-GROUP SUPPORT

Return to one exhibit. Fold the organizer into CAN TELL and CANNOT TELL ALONE. Students supply one detail and one limit before selecting corroboration.

Access without lowering rigor: reread the source and ask the E2 questions; each student writes the revision.

Student product: an evidence-based Award reflection, a specific Target, and a revised Body Paragraph 3.

DAY 5 | EXPLAIN TO OTHERS | 20 MINUTES

Day Purpose: teach a Mini Museum explanation that names source type, power, limit, corroboration, and what the sources prove together.

Standard	Focus
TEKS	4.13B planning; 4.13E / 4.13E composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS **4.13C**

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"This source is... It can help us understand... It cannot tell us... A second source I would compare is... Together these sources help prove..."

CLASS SLIDE

Use the five Mini Museum frames and explain how the source connects to the assigned R and thesis (central idea).

Partners display one evidence object or card. Listeners identify the source type, listen for both power and limit, and decide whether the second source truly corroborates the explanation. Each listener asks one follow-up question from Think Like a Historian.

Transfer **4.13H**

CLASS SLIDE

Explain how one source gives one piece and how a second source strengthens the conclusion.

Students complete the Mini Museum explanation independently. Check for source type, accurate evidence, limit, corroboration, and what the sources prove together.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain why their second source is a real corroborating match and not merely another fact.

Access without lowering rigor: reread the relevant exhibit and allow oral rehearsal; the student chooses the evidence and explains it.

CLASS SLIDE

Shared thesis (central idea): People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "What did later generations inherit from the people, choices, and ideas shown in these sources?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 51-53 to identify a Body Paragraph 3 that uses credited evidence and corroboration. **Student product:** Mini Museum explanation and progress reflection.

CLOSING SCRIPT

"One source rarely tells the whole story. Compare the pieces, credit the evidence, and explain what the sources prove together."

Student Exemplars

Deck slides 17-19 use the assigned R: Societies are also shaped by the changes, culture, and legacies that remain after people act. The exemplars show increasing source judgment, credit, corroboration, and E2.

51. Low / Developing Exemplar

Field	Detail
Student response	Legacies matter. Texas had singers. The Magna Carta was old.
What the student did successfully	Named two source topics connected to legacy.
What is missing	The response has no assigned R, source credit, comparison, limitation, or E2.
Why it falls at this level	It lists disconnected facts instead of explaining what evidence proves together.
Exact next instructional step	Write the assigned R, select one credited source, and answer what the evidence helps prove.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Societies are shaped by legacies that continue after events end. Texas musicians preserved culture through music. The Magna Carta preserved an idea about limiting ruler power. These examples show that songs and documents can carry ideas into the future.
What the student did successfully	Connected two legacy examples and identified two source types.
What is missing	The response needs exact source credit, a source limitation, and deeper E2 explaining what the sources prove together.
Why it falls at this level	It connects relevant evidence but does not yet weigh or corroborate the sources.
Exact next instructional step	Add attribution, a limit for each source, and a sentence explaining what remained or changed.

53. High / Secure Exemplar

Part	Example
Assigned R	Societies are also shaped by the changes, culture, and legacies that remain after people act.
Evidence and credit	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.
Strong E2	A concert listing alone cannot explain every listener's reaction, but it provides evidence about whose voices were publicly shared. The Magna Carta similarly preserves an idea that rulers should be subject to law.
Why it works	It uses two source types, names a limit, compares the pieces, and explains that a legacy continues to shape what later people understand, value, question, or create.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Artifact and map	Q	"Rivers helped provide water and transportation." Credit the Evidence Room, Exhibit 1.	Exact words support a claim about connection.
Document and music	P	The Magna Carta questioned ruler power, while Texas Voices preserved cultural experiences and public voices. Credit each source.	New wording and structure still require credit.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The Evidence Room says that music and performance can preserve culture and help people share experiences.	Relevant credited evidence about legacy.
Explanation	This means a cultural source can show whose voices were shared, but the concert listing cannot tell what every listener thought. The Magna Carta adds a written idea that continued influencing later political thought.	Explains meaning, limit, corroboration, and the assigned R.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can identify source type, gather relevant information, explain power and limit, corroborate with another source, distinguish Q, P, and C, give source credit, and independently write Body Paragraph 3 with the assigned R, two source types, limitation, and E2.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Six source types introduced and one source's power and limit named.
T2	Day 1 Reveal	■ TEACH	Q, P, C, source credit, and corroboration modeled with Caddo Pottery.
L3	Day 2 Attempt	○ LEARN	SOURCE DETECTIVE source match, explanation, limitation, and corroboration.
L4	Day 3 Discuss	○ LEARN	Students explain why source strength requires relevance, power, limit, and corroboration.
A5	Day 3 Use	✓ ASSESS	Independent Body Paragraph 3 with assigned R and two source types.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated source judgment strength.
A7	Day 4 Target	✓ ASSESS	Student revises a missing limitation, credit, corroboration, or E2.
A8	Day 5 Explain	✓ ASSESS	Student teaches all five Mini Museum frames.
A9	Day 5 Transfer	✓ ASSESS	Student explains what two source types prove together about legacy.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can compare source types to prove a conclusion about legacy.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Evidence Room source copy, source-type cards, Claim Cards, Source Cards, Q/P/C cards, and the power-limit organizer.
Related TEKS Breakout	4.13C , 4.13D , 4.13E , 4.13F , and 4.13H .
Task	Students select relevant evidence, mark Q or P, credit the source, explain power and limit, select corroboration, and write Body Paragraph 3.
Expected Response	The student uses two source types, names a limitation or perspective, explains what remained or changed, and connects E1 to E2 and the thesis (central idea).

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during SOURCE DETECTIVE.

Formative Assessment. The Day 3 independent thesis (central idea) check is the formative check. Students shape "Explain WHY people gathered to create laws in the poem," use the conflict to write a thesis (central idea), and underline the reason. They add evidence and explanation if ready.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain HOW Caddo Pottery's discovery solved a problem." Review the shapes, the problem of unsafe milk, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about laws.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain WHY laws help communities stay safe and fair.	WHY (reasons)	Laws help communities stay safe and fair because they create structure and protect people from unfair actions.
Explain HOW Caddo Pottery's discovery solved a problem.	HOW (a way something happened)	Caddo Pottery's discovery solved the problem of unsafe milk by showing that heating liquids could kill harmful germs.
Explain WHY people gathered to create laws in the poem.	WHY (reasons)	People gathered to create laws because arguments, unfairness, and growing problems showed that they needed fair rules.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **4.13C**, **4.13D**, **4.13E**, and **4.13F** | **Student-Friendly Target:** I can compare and credit evidence to explain legacy.

Directions: Read the Caddo Pottery exhibit and one second exhibit from "The Evidence Room." Mark one direct quotation Q or one paraphrase P, record source credit, and answer the power-limit questions.

Prompt: What can the Caddo Pottery source help researchers understand about culture or connection, and what second source could corroborate it?

1. Source type. The Caddo Pottery source is: ☐ artifact ☐ historical document ☐ artwork (2 points)

2. Evidence and credit. Record a Q or P and name the source: (4 points)

3. Power and limit. What can this source show, and what can it not tell us alone? (2 points)

4. Corroboration. Name a second source type and explain what it adds: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Artifact. Award 2 for identifying the Caddo Pottery source as an artifact.	Identifies a source type.	2	4.13D
2	Accept the quotation "Rivers helped provide water and transportation" with attribution, or a genuine paraphrase with source credit. Award 4 for accurate evidence and credit; 3 for accurate evidence with incomplete credit; 2 for relevant but imprecise evidence; 1 for a topic only; 0 for no response.	Uses information gathered and credits it.	4	4.13C ; 4.13F
3	The pottery may show skilled art, craftsmanship, trade, and community life, but the	Explains power and limit.	2	4.13E

	bowl cannot explain every part of Caddo culture.			
4	Accept historical records, archaeological findings, or information from Caddo people. Award 2 when the student explains what the second source adds.	Chooses corroboration.	2	4.13C ; 4.13E

59. Scoring Principle

Score the primary TEKS, source-type accuracy, evidence relevance, source credit, power-limit explanation, and corroboration. Minor handwriting or convention errors should not remove research points if they do not change the meaning. A student who gives an accurate Q or P with source credit and explains the evidence earns the constructed-response points.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C8 M3 Legacy and Evidence (Body Paragraph 3)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.13C , 4.13D , 4.13E , and 4.13F
Spiral TEKS	4.11B and 4.11C for structured drafting and revision; 4.13G and 4.13H for credit and presentation.
Purpose	Students write Body Paragraph 3 using R-E1-E2 and evidence from two source types.
Exact Student Prompt	Use the assigned R: Societies are also shaped by the changes, culture, and legacies that remain after people act.
Exact Student Directions	Use the Evidence Room as an evidence bank. Select and credit E1 about culture or legacy, develop E2, select credited E1 from a second source type, add a limitation or perspective sentence, and explain what the sources prove together.
Non-Negotiable Expectations	Use the assigned R exactly; use two source types; mark Q or P; give source credit; name a source limit; corroborate; and explain meaning, importance, and proof.

WRITING REQUIREMENT **4.13C**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.13C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.13C**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. Score research judgment separately from conventions.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Assigned R	Uses the assigned R exactly and stays focused.	R is mostly accurate.	R is present but changed or incomplete.	R is missing.
Evidence and source types 4.13C	Relevant credited evidence from two source types.	Relevant evidence from two types with one credit gap.	Relevant evidence from one type.	Evidence is missing or unrelated.
Source judgment 4.13D	Explains power, limit, and corroboration.	Names power and a general limit.	Names a source but assumes it tells everything.	No source judgment.
E2 explanation 4.13E	Explains meaning, importance, proof, and legacy connection.	Explains what remained or changed.	Restates evidence without explaining.	No explanation.
Q/P/C and conventions 4.13F	Uses Q or P accurately, credits both, rejects C, and writes clearly.	Marks Q/P mostly accurately with minor convention gaps.	Marks Q/P unevenly or copies closely.	No source credit or meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: shape the WHY AND HOW prompt about laws and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word ____."
- Strength: "You used the conflict to explain a reason or way when you wrote ____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Evidence Habit

Field	Detail
Purpose	Support students who need help identifying source type, stating power and limit, choosing corroboration, distinguishing Q/P/C, or developing E2.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Evidence Room exhibit, CAN TELL and CANNOT TELL ALONE organizer, Q/P/C cards, source-type cards, and assigned R
Relevant TEKS Breakout	4.13C gathering; 4.13D source types; 4.13E understanding; 4.13F Q/P/C
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Source. Students identify one exhibit as artifact, map, document, artwork, music listing, or geographic map.

CLASS SLIDE

This source can help us understand _____. It cannot tell us _____ alone.

TEACHER SCRIPT

"A limitation is not the same as confusion. A limitation names information this kind of source cannot establish by itself."

Use Caddo Pottery. Students place one accurate detail under CAN TELL and one exact limitation under CANNOT TELL ALONE.

Step 2: Mark and Credit. Students point to one source sentence, label it Q, P, or C, and record the source title and exhibit.

CLASS SLIDE

Q is exact. P changes words and structure. C copies too closely and is not acceptable.

Have students read, cover, tell, write, and check. If the restatement is too close, mark C and repeat the habit.

Step 3: Build E2. Students orally rehearse: What does it mean? Why does it matter? How does it prove the R?

Step 4: Corroborate. Only after power and limit are accurate do students select a second source and explain what the sources prove together.

Small Group Teacher Table: record student-generated key words only. Do not select the strongest source, write the limitation, convert evidence into a paraphrase, or supply E2.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "One source tells the whole story"	Name the conflict and rehearse "Laws were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (R-E1-E2) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Sources

Field	Detail
Purpose	Challenge students to rank the strongest source for each Evidence Room claim, identify power and limit, and select corroboration.
Group Size	Pairs or small groups
Materials	Evidence Room, Claim Cards, Source Cards, notebooks, power-limit organizer, and source-credit reminders
Relevant TEKS Breakout	4.13C gather; 4.13D source types; 4.13E understand; 4.13H present results
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Rank the Claims. Answer all four Evidence Room claims: geography can influence work, connections can create change, ideas can influence later people, and culture can be preserved through art and music. **4.13C**

CLASS SLIDE

For each claim, name the strongest source, its power, its limit, and its best corroborating source.

A Texas regions map is a strong match for geography. The Sahara trade map is a strong match for connections. The Magna Carta is a strong match for ideas that last. The Texas Voices listing is a strong match for culture and music.

Part 2: Competing Evidence. Choose two source types that support the same claim. Explain why one is stronger for one part while the other supplies missing perspective or context.

Part 3: Reflect. Explain why legacy means more than old using two credited source types and a final sentence about what later people understand, value, question, or create.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create laws in the poem "The Evidence Room."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with R-E1-E2: thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. Write the assigned R exactly.
2. Select the strongest source for E1 and name its source type.
3. Mark Q, P, or C and record source credit.
4. State the source's power and limit.
5. Write E2: What does the evidence mean? Why does it matter? How does it prove the R?
6. Select and credit evidence from a second source type.
7. State what the sources prove together about legacy.

WRITING REQUIREMENT **4.13C**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write Body Paragraph 3. Start with the assigned R, then add credited evidence, E2, a second source type, a limitation, corroboration, and a connection to the thesis (central idea).

Success Criteria

- I use the assigned R exactly.
- I use two source types and give source credit.
- I mark Q or P accurately and reject C.
- I explain power, limit, corroboration, and E2.
- I connect culture or legacy evidence to the thesis (central idea).

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 3 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the research thinking, not only read it. These moments are built around source type, power, limit, Q/P/C, credit, corroboration, and E2.

- Read one museum caption aloud. Students complete, "This source can help us understand ____."
- Read the limitation aloud. Partners complete, "It cannot tell us ____ alone. A second source I would compare is ____."
- Read a SOURCE DETECTIVE claim aloud; students name the strongest source and explain why.
- A student reads an E2 aloud; the class listens for meaning, importance, and proof.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE SELECTING

What claim must the evidence help prove? Name the source type.

PAUSE POINT: MIDWAY

What can this source tell us? What can it not tell us alone? Mark Q, P, or C and record source credit.

PAUSE POINT: BEFORE YOU FINISH

Does a second source truly corroborate the first? Does E2 explain meaning, importance, and proof?

75. At-Home Connection

These at-home tasks turn a student into a source detective and evidence explainer. They need little or no materials and each ends in a short conversation, not a worksheet.

TEACHER INFORMATION: TASK CARD 1

Ask about two familiar sources connected to one family memory.

Task Card 1: Two Sources. Complete: "This source is...", "It can help us understand...", and "It cannot tell us..." Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Practice quotation and paraphrase with one sentence from a household text.

Task Card 2: Quote or Paraphrase. Repeat the sentence exactly as a quotation, then restate it in new words and structure. Name the source both times. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Practice corroboration without adding another worksheet.

Task Card 3: Connect the Pieces. Complete: "A second source I would compare is..." and "Together these sources help prove..." Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice comparing sources and explaining evidence, check the box that matches how independently you can do each skill.

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

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"One source rarely tells the whole story. You compared artifacts, maps, documents, artwork, music, and geographic maps. You identified power and limit, corroborated a conclusion, credited Q or P, and explained what the evidence proves about legacy."

80. Essential / Overarching Question, Answered

Research Conclusion Frame: R1 restates the thesis (central idea), R2 refers to the evidence as a whole, and R3 reflects the big picture. Body Paragraph 3 develops the lasting-changes-and-legacies part of the shared answer.

81. Teacher Reflection

- Which students compare different source types instead of relying on a single source?
- Which students distinguish Q, P, and C and credit both acceptable evidence types?
- Which students explain a source limitation or perspective accurately?
- Which students independently connect E1 and E2 to the assigned R?
- Which students are ready to rank competing evidence and explain legacy?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student power-limit organizers and SOURCE DETECTIVE explanations
- Day 3 independent Body Paragraph 3 drafts
- Q/P/C evidence notes with source credit
- Day 5 Mini Museum explanations
- The Module 3 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 3 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	LEGACY AND EVIDENCE: What Lasts, and How Do We Know?	Module 3; Grade 4 Cluster 8; Week 3; High stamina; Research Convergence	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	A Problem & A Discovery	Classroom without rules; unsafe milk; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY laws help communities stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle laws and communities; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (R-E1-E2) Chart	thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	SOURCE DETECTIVE!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Caddo Pottery sample	Day 2 Attempt
8	Talk It Over!	WHY laws were needed; conflict: arguments, lost fairness, growing problems	Day 3 Discuss
9	Try It On Your Own!	WHY people gathered to create laws; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): One source tells the whole story. Possible revision gives reasons from the conflict	Day 4 Target
12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining R-E1-E2 parts	Day 5 Educate / Explain
13	Exit Ticket		Day 5 Transfer

		HOW Caddo Pottery's discovery solved a problem; shape, write, underline the way	
14	Build It, Fix It, Say It	Problem → effect → laws needed; revise One source tells the whole story; rehearse because	Small-group support; Day 4
20	Think Like an Author, Write Like a Scholar	WHY AND HOW laws improved communities; fairness and reduced conflict; clear rules guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: One source tells the whole story. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Laws were needed because people had problems. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting fairness and safety	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.13C**). **Game cards** support SOURCE DETECTIVE; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for SOURCE DETECTIVE. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Overarching Question, Answered

How can researchers decide what a society left behind? Researchers compare different kinds of evidence to determine what people valued, what changed, and what later generations inherited. They identify each source's power and limit, corroborate conclusions with a second source, credit quotations and paraphrases, and connect the pieces into a careful explanation.

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

SYNTHESIS: What Shapes Our World?

Grade 4 | Cluster 8 | Module 4

Grade: 4

Cluster: 8, Research Convergence

Module: 4 of the cluster

Primary Instructional Category: Grade 4 Research Capstone

Module Title: SYNTHESIS: What Shapes Our World?

Content Connection / Source: The Change Atlas: Five Forces That Shape a Society (Very High st)

Primary TEKS: [4.13\(A\)](#) through [4.13\(H\)](#), with [4.11\(B\)](#), [4.11\(C\)](#), and [4.11\(D\)](#)

Approximate Daily Instructional Time: 20 minutes per day, across 5 days

Copyright: The Writing Academy®, LLC

Response Strand (7-Strand) TEKS Woven Into This Module

Grade 4 response habits support the research capstone by helping students read, mark, discuss, compare, and use evidence.

- **4.7A** describe personal connections to a variety of sources, including self-selected text.
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7C** use text evidence to support an appropriate response.
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating.
- **4.7F** respond using newly acquired vocabulary as appropriate.
- **4.7G** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

A Little Inspiration Goes a Long Way!: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

Module 4: SYNTHESIS - What Shapes Our World? Overarching Question How can we turn a month of research into one clear, well-supported answer? Week 4 - Synthesis Capstone - Cluster 8 (Research Convergence) Research Lens: SYNTHESIS Researchers assemble the month's work into one complete five-paragraph paper: a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion. Then they revise for clarity, edit for correctness,

2. Why This Module Matters

Why This Module Matters: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

LEGACY Student question: WHAT SHAPES OUR WORLD? Cluster Overarching Research Question How do places, people, and ideas work together to shape societies and leave a legacy? The Big Research Lesson Teacher Script "A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER." Every fact must earn its place. Before including evidence, ask, "What does this help me prove?" Module Research Product A

3. Module Essential / Overarching Question

How can we turn a month of research into one clear, well-supported answer?

Researchers select only the strongest evidence, organize it around a thesis (central idea), explain relationships among sources, revise for clarity, edit for correctness, and publish what their evidence proves.

Family Communication

4. Parent Communication Purpose

Parent Communication Purpose: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

conclusion. • The final work: revise across paragraphs, edit carefully, publish, and explain the research in the What Shapes Our World? Research Museum. One Question to Ask at Home Teacher Script “What does this evidence help you prove?” One Way to Help Ask your student to explain how PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE work together. Then listen as your student names the thesis (central idea) (central

5. Family Letter (English)

Family Letter (English): Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

student completes Cluster 8 with SYNTHESIS - What Shapes Our World? Students will turn a month of research into one clear, well-supported paper. They will write a SET introduction, assemble the three R-E1-E2 body paragraphs created during Modules 1-3, and add an R1-R2-R3 conclusion. They will use at least four approved sources, direct quotations, paraphrased evidence, source credit, and cross-source synthesis before revising and editing

6. Family Letter (Spanish) / Carta para las Familias

Family Letter (Spanish) / Carta para las Familias: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

does this evidence help you prove?” Your student can also explain the difference between a quotation and a paraphrase and why both require source credit. With appreciation, Your student’s teacher - The Writing Academy®, LLC Carta para las Familias Estimadas familias: Esta semana su hijo o hija completa el Grupo 8 con SÍNTESIS - ¿Qué moldea nuestro mundo? Los estudiantes convertirán un mes de investigación

7. Family Conversation Starters

Family Conversation Starters: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

los Módulos 1-3 y añadirán una conclusión R1-R2-R3. Usarán por lo menos cuatro fuentes aprobadas, citas directas, evidencia parafraseada, crédito de las fuentes y síntesis entre fuentes antes de revisar y editar el ensayo completo. The Change Atlas ayuda a conectar cinco fuerzas: LUGAR, RECURSOS, CONEXIÓN, IDEAS y PERSONAS. En casa, pregunte: “¿Qué te ayuda a probar esta evidencia?” Su hijo o hija también puede

8. Simple Family Activities

Simple Family Activities: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

El maestro o la maestra de su hijo o hija - The Writing Academy®, LLC Module 4 - Family Conversation Starters • How can geography create both possibilities and challenges? • What happens when resources, trade, and ideas connect communities? • How can a person's choices or talents create lasting change? • What is the difference between collecting facts and proving an answer? • Why

Teacher Road Map

9. Teacher Navigation Key

Teacher Navigation Key: Students turn a month of research into one well-supported answer with a thesis (central idea), three reasons, varied sources, explained evidence, corroboration, revision, editing, and an R1-R2-R3 conclusion.

Name the PLACE, RESOURCES, CONNECTION, IDEAS, or PEOPLE force it emphasizes. Build an oral chain: possibility or problem -> choice or idea -> action -> change -> legacy. Family Activity - Evidence Earns Its Place Have your student read one research note and complete: “This evidence helps prove ____ because ____.” If the connection is unclear, the fact does not yet earn a place in

10. GRADUATE Evidence Alignment

GRADUATE Evidence Alignment: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

their three body paragraphs, build the SET introduction and R1-R2-R3 conclusion, play THE HUMAN RESEARCH PAPER, independently complete the full paper, revise and edit it at seven TARGET STATIONS, and publish it through the What Shapes Our World? Research Museum. BIG Goal: Students select the strongest evidence, organize it around a thesis (central idea), explain relationships among sources, revise for clarity, edit for correctness, and

Field	Focus	Evidence
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph
R1-R2-R3 conclusion	Source record	Research question
Evidence that helps prove the answer	Teacher action	Student product
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity
Edit for correctness	Publish the research	PLACE creates possibilities
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations

11. Module at a Glance

Module at a Glance: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

for formal and informal inquiry (13)(B) develop and follow a research plan with adult assistance (13)(C) identify and gather relevant information from a variety of sources (13)(D) identify primary and secondary sources (13)(E) demonstrate understanding of information gathered (13)(F) recognize the difference

between paraphrasing and plagiarism when using source materials (13)(G) develop a bibliography (13)
 (H) use an appropriate mode of delivery, whether written, oral, or

Field	Focus
CONNECTION spreads goods and ideas	IDEAS influence later generations
SET introduction	R-E1-E2 body paragraph
Source record	Research question
Teacher action	Student product
Mark Q or P and record the source	Explain meaning, importance, and proof
Organize around one answer	Revise for coherence and clarity
Publish the research	PLACE creates possibilities
CONNECTION spreads goods and ideas	IDEAS influence later generations
SET introduction	R-E1-E2 body paragraph
Source record	Research question
Teacher action	Student product

Standards, Learning & Rigor

12. Learning Destination

Learning Destination: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

by adding, deleting, combining, and rearranging ideas for coherence and clarity (11)(D) edit drafts using standard English conventions Social Studies Connections Named for Passage 15 SS TEKS 4.1B-C, 4.6A-B, 4.7A-B, 4.8A-C, and 4.9A. Module 4 - TEKS and ELPS (Cluster 8 · from the Scope & Sequence) These are the standards listed for Cluster 8 in the The Writing Academy Scope and Sequence, in the

13. Success Criteria

Success Criteria: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction • (11)(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions • (11)(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion • (11)(B)(iv) develop drafts into a focused,

14. Evidence That Will Demonstrate Mastery

Evidence That Will Demonstrate Mastery: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

clarify questions on a topic for formal and informal inquiry • (13)(B)(i-ii) develop and follow a research plan with adult assistance • (13)(C)(i-ii) identify and gather relevant information from a variety of sources • (13)(D)(i-ii) identify primary and secondary sources • (13)(E)(i) demonstrate understanding of information gathered • (13)(F)(i) recognize the difference between paraphrasing and plagiarism when using source materials • (13)(G)(i) develop a bibliography

15. TEKS Correlations

TEKS Correlations: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

drafts to improve sentence structure and word choice and to improve coherence and clarity by adding, deleting, combining, and rearranging ideas Editing • (11)(D)(i)-(xxxv) edit drafts using standard English conventions - complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; irregular verbs, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions; capitalization; punctuation; and grade-appropriate spelling ELPS - Cluster 8

Field	Focus	Evidence	Teacher Action	Student Product	Source
4.13(A)(i-iv)	R1-R2-R3 conclusion	Source record	Research question	Evidence that helps prove the answer	Teacher action
4.13(B)(i-ii)		Teacher action			

	Evidence that helps prove the answer		Student product	The Change Atlas evidence bank	Mark Q or P and record the source
4.13(C)(i-ii)	The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
4.13(D)(i-ii)	Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
4.13(E)(i)	Edit for correctness	Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas

16. Standards Coverage Matrix

Standards Coverage Matrix: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

(v)-(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience Writing Genre • 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary • 4(D)(i)-(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words • 4(E)(i)-(ii) write content-area-specific text using conventions and grammatical structures • 4(F)(i)-(xvi) write

Field	Focus	Evidence	Teacher Action
4.13(A)(i-iv)	Source record	Research question	Evidence that helps prove the answer
4.13(B)(i-ii)	Teacher action	Student product	The Change Atlas evidence bank
4.13(C)(i-ii)	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source
4.13(D)(i-ii)	Organize around one answer	Revise for coherence and clarity	Edit for correctness
4.13(E)(i)	Publish the research	PLACE creates possibilities	RESOURCES create opportunities
4.13(F)(i)	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture
4.13(G)(i)	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion
4.13(H)(i)	Source record	Research question	Evidence that helps prove the answer
4.11(C)(i-x)	Teacher action	Student product	The Change Atlas evidence bank
4.11(D)(i-xxv)	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source
4.13(A)(i-iv)	Organize around one answer	Revise for coherence and clarity	Edit for correctness
4.13(B)(i-ii)	Publish the research	PLACE creates possibilities	RESOURCES create opportunities
4.13(C)(i-ii)	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture

17. ELPS Correlations

ELPS Correlations: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

for purpose and audience • Cross-domain inquiry support (use only when the task demonstrates it) 1(C)(i)-(iii) [Teacher only]; 1(E)(i)-(ii); 1(F)(i)-(iv); 2(B)(i)-(iv); 2(C)(i)-(v); 2(D)(i)-(iv); 2(E)(i)-(ii); 2(F)(i)-(ii); 3(E)(iii); 3(F)(i)-(vi); 3(G)(ii)-(iv). Writing ELPS apply to the written portion; oral and multimodal products require evidence from the corresponding language domains. Revising • 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary • 4(D)(i)-(iii) write content-area texts

Field	Focus	Evidence	Teacher Action	Student Product
Source record	Research question	Evidence that helps prove the answer	Teacher action	Student product
Teacher action	Student product	The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof
Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer	Revise for coherence and clarity
Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research	PLACE creates possibilities
Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record	Research question

Field	Focus	Evidence	Teacher Action
Source record	Research question	Evidence that helps prove the answer	Teacher action
Teacher action	Student product	The Change Atlas evidence bank	Mark Q or P and record the source

Field	Focus	Evidence	Teacher Action
Source record	Research question	Evidence that helps prove the answer	Teacher action
Teacher action	Student product	The Change Atlas evidence bank	

			Mark Q or P and record the source
--	--	--	-----------------------------------

18. ELPS Linguistic Accommodations

ELPS Linguistic Accommodations: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?”

4(F)(i)-(ii), (v)-(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience Editing • 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only] • 4(B)(i)-(ii) write text following conventional spelling patterns and rules • 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary

Field	Focus
Research question	Evidence that helps prove the answer
Student product	The Change Atlas evidence bank
Explain meaning, importance, and proof	Corroborate with a second source
Revise for coherence and clarity	Edit for correctness
PLACE creates possibilities	RESOURCES create opportunities

19. Language Domains

Language Domains: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

text using conventions and grammatical structures Language Domains Domain How Module 4 Builds It Listening Students listen for the thesis (central idea), credited evidence, explanation, and source relationships in models and museum presentations. Speaking Students rehearse synthesis statements and present their research museum script. Reading Students navigate The Change Atlas as an evidence bank and reread earlier approved sources for a specific research purpose. Writing

Field	Focus
Evidence that helps prove the answer	Teacher action
The Change Atlas evidence bank	Mark Q or P and record the source
Corroborate with a second source	Organize around one answer
Edit for correctness	Publish the research

20. Rigor Safeguard

Rigor Safeguard: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

because ____.” • “The sources work together because ____.” • “I selected this quotation because ____.” • “The larger lesson is ____.” Module 4 - Learning Destination I Can Statements - I can synthesize a month of research into one clear, well-supported paper. - 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 a complete five-paragraph research paper using SET, R-E1-E2, and R1-R2-R3. - I

Field	Focus
Teacher action	Student product

21. Rigor & Cognitive Demand

Rigor & Cognitive Demand: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

can revise across paragraphs for clarity and edit for correctness. I Will Statements - I will select only the strongest evidence and ask what each fact helps prove. - I will assemble my SET introduction, three body paragraphs, and R1-R2-R3 conclusion. - I will mark direct quotations Q and paraphrases P and credit every source. - I will explain relationships among sources instead of stacking

Field	Focus	Evidence	Teacher Action
Student product	The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer	Revise for coherence and clarity
Revise for coherence and clarity	Edit for correctness	Publish the research	PLACE creates possibilities
PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations

22. The Five Thinking Levels

The Five Thinking Levels: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

places, people, and ideas shape societies and leave a legacy. • Every paragraph has one job, and every E1 connects to E2. • I use at least four approved sources, at least two direct quotations, at least four paraphrased evidence statements, source credit, cross-source synthesis, and a works cited/source record.
Module 4 - Rigor and Misconceptions Productive Rigor Students must make evidence decisions across a

Field	Focus	Evidence	Teacher Action	Student Product
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Edit for correctness	Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record

Field	Focus	Evidence	Teacher Action
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness
Edit for correctness	Publish the research	PLACE creates possibilities	RESOURCES create opportunities
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion

23. Possible Teacher Misconceptions

Possible Teacher Misconceptions: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

full editing system. Common Misconceptions Misconception Researcher Response A paper is finished when five paragraphs are Read across paragraph boundaries; add, delete, placed together. combine, or rearrange for coherence and clarity. An interesting fact automatically belongs. Ask, “What does this help me prove?” A paraphrase does not need credit. Both Q and P require source credit. A quotation is evidence without explanation. Follow E1 with

Field	Focus	Evidence
Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source
Organize around one answer	Revise for coherence and clarity	Edit for correctness
Publish the research	PLACE creates possibilities	RESOURCES create opportunities

24. Possible Student Misconceptions

Possible Student Misconceptions: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

and revising are the same. Revise ideas and organization; edit conventions and correctness.

Nonnegotiable Distinction Teacher Script “A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER.” Module 4 - Thinking Levels Retrieve Name SET, R-E1-E2, R1-R2-R3, Q, P, and the five Change Atlas forces. Understand Explain why a quotation and a paraphrase both need source credit. Apply Assemble the five-paragraph paper

Field	Focus	Evidence
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Revise for coherence and clarity	Edit for correctness	Publish the research
PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

TEKS Target: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

and the paper's thesis (central idea). Evaluate Select the strongest evidence, reject facts that do not earn a place, and identify where cross-source relationships need explanation. Create Publish the research paper and teach its thesis (central idea), strongest evidence, source relationship, limitation, and R3 takeaway in a museum exhibit. Module 4 - Vocabulary Tier 1 - Everyday Words Word Student-Friendly Meaning place where something is

26. How I Say the Standard!

Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

TEKS says	How I say it
4.13(A)(i-iv) generate and clarify questions on a topic for formal and informal inquiry	I can ask and improve research questions.
4.13(B)(i-ii) develop and follow a research plan with adult assistance	I can follow a research plan and use help when I need it.
4.13(C)(i-ii) identify and gather relevant information from a variety of sources	I can gather useful information from different sources.
4.13(D)(i-ii) identify primary and secondary sources	I can tell whether a source is primary or secondary.
4.13(E)(i) demonstrate understanding of information gathered	I can explain what my research means.
4.13(F)(i) recognize the difference between paraphrasing and plagiarism when using source materials	I can paraphrase in new words and reject copying.
4.13(G)(i) develop a bibliography	I can make a source record.
4.13(H)(i) use an appropriate mode of delivery to present results	I can present my findings in a form that fits my purpose.
4.11(C)(i-x) revise drafts for coherence and clarity	I can revise so my whole paper is clearer.
4.11(D)(i-xxxv) edit drafts using standard English conventions	I can edit grammar, punctuation, spelling, and sentences.

27. This Week I Can...

This Week I Can...: Keep SET, three R-E1-E2 body paragraphs, and R1-R2-R3 visible so every paragraph has one job.

of places and how people relate to them resource something people have, need, or value climate the usual weather pattern of a place scarcity a condition in which there is not enough of something trade exchanging goods, resources, or services Tier 3 - Domain-Specific Words Word Pronunciation Student-Friendly Meaning synthesis SIN-thuh-sis combining information to form a supported conclusion thesis (central idea) THEE-sis the exact answer

28. Before I Can... Prerequisites

Before I Can... Prerequisites: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

in research corroborate kuh-ROB-uh-rayt compare another source to strengthen or check evidence legacy LEG-uh-see a lasting change later generations inherit generation jen-uh-RAY-shun people born and living around the same time vegetation vej-uh-TAY-shun plants that grow in a place Runnymede RUN-ee-meed the place in England connected with the Magna Carta in 1215 Tejano tay-HAH-noh a Texas cultural tradition connected with Mexican American life Module 4 -

29. Remember This! (60-Second Retrieval)

Remember This! (60-Second Retrieval): Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

a single-sitting read-aloud; it is a research evidence bank organized around PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE. The final task is convergence: students decide what the month's evidence means together and use it to prove one answer. The conceptual rhythm remains: PLACE -> NEED/PROBLEM -> CHOICE/IDEA -> ACTION -> CHANGE -> LEGACY. The complete paper should show that geography creates possibilities and challenges, people make

30. Vocabulary Infusion

Vocabulary Infusion: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

Materials • three completed body paragraphs from Modules 1-3 • approved research sources and research notes • The Change Atlas evidence bank • Human Research Paper sentence cards A-O • SET and R1-R2-R3 planning pages • Q/P/C markers and source record • revision and editing tools • final paper and museum display materials Teacher Preparation • Return the three body paragraphs and let students place

Field	Focus	Evidence
PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
IDEAS influence later generations	PEOPLE preserve culture	SET introduction
R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record
Research question	Evidence that helps prove the answer	Teacher action

31. Conventions Connection

Conventions Connection: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

Research Paper card set per group. • Prepare seven Target Station signs. • Arrange five museum booths: PLACE; IDEAS AND CHOICES; EVIDENCE ROOM; LEGACY; PUBLISHED RESEARCH. • Preserve student ownership: point to criteria and ask questions without supplying research sentences. Module 4 - The DOT Research HABIT D - Decide What the Evidence Proves Return to the research question and thesis (central idea) before selecting

32. Writing Connection

Writing Connection: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

one job. T - Trace Evidence to Source and Explanation Mark Q or P, give source credit, and trace each E1 to the E2 that explains its meaning, importance, and proof. Researcher Self-Talk Teacher Script “Every fact must earn a place. What does this help me prove?” Module 4 - Research Synthesis Frameworks The Big Research Lesson Teacher Script “A REPORT COLLECTS INFORMATION. A RESEARCH

33. Watch Out!

Watch Out!: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

can find a lot of facts.” “Our job is to decide what those facts mean together.” “Every fact must earn a place in our paper.” “Before you include evidence, ask, ‘What does this help me prove?’” Introduction - SET • S - Statement of Purpose: zoom out to the global idea. • E - Evidence-Reference Transition: name the kinds of research that helped. • T - thesis (central idea): give the exact answer the paper will prove. Body Paragraphs - R-E1-E2 • R - Reason

34. Ready Check

Ready Check: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

or Way • E1 - Evidence • E2 - Explanation Each body paragraph may repeat E1 and E2. E2 may take several sentences and answers: What does this evidence mean? Why does it matter? How does it prove my R? Conclusion - R1-R2-R3 • R1 - Restatement of the thesis (central idea) • R2 - Reference collectively back to the evidence • R3 - Reflection on the global theme or larger takeaway Q, P, and C • Q - Direct quotation: exact source words, quotation

35. Teacher Look-Fors

Teacher Look-Fors: Grade 4 research standards guide questions, plans, varied sources, source ethics, bibliography, presentation, revision, and editing.

marks, and attribution. • P - Paraphrase: the same idea in new words and sentence structure, with source credit. • C - Copying too closely: not acceptable. Both Q and P require SOURCE CREDIT. Shared Fourth-Grade thesis (central idea) Model Teacher Script “People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Meaning
place	where something is located
people	human beings in a community or society
idea	a thought or belief
choice	a decision between possibilities
change	something becoming different
past	a time that has already happened
work	an activity or job people do
land	the ground and its physical features
need	something necessary
last	to continue over time

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Meaning
research	careful study using questions and sources
evidence	information used to prove an answer
quotation	a source's exact words in quotation marks
paraphrase	a source idea restated in new words and structure
source	a place where research information comes from
geography	the study of places and how people relate to them
resource	something people have, need, or value
climate	the usual weather pattern of a place
scarcity	a condition in which there is not enough of something
trade	exchanging goods, resources, or services

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Pronunciation	Student-Friendly Meaning
synthesis	SIN-thuh-sis	combining information to form a supported conclusion
thesis (central idea)	THEE-sis	the exact answer a research paper proves
attribution	at-ruh-BYOO-shun	naming the source of words or ideas
bibliography	bib-lee-OG-ruh-fee	a list of sources used in research
corroborate	kuh-ROB-uh-rayt	compare another source to strengthen or check evidence
legacy	LEG-uh-see	a lasting change later generations inherit
generation	jen-uh-RAY-shun	people born and living around the same time
vegetation	vej-uh-TAY-shun	plants that grow in a place
Runnymede	RUN-ee-meed	the place in England connected with the Magna Carta in 1215
Tejano	tay-HAH-noh	a Texas cultural tradition connected with Mexican American life

39. Background Knowledge & Teacher Context

Background Knowledge & Teacher Context: The foundation is PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE working together through possibility, choice, action, change, and legacy.

the source so you can give credit. Strong research selects the smallest set of strongest evidence. PASSAGE 1 - The Change Atlas - Five Forces That Shape a Society [1] Welcome to The Change Atlas! [2] Why do societies change? Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the

40. Materials Needed

Materials Needed: The foundation is PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE working together through possibility, choice, action, change, and legacy.

1 - PLACE [4] Case File: The Regions of Texas [5] MAP CAPTION [6] Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins. Each region has different landforms, climate, vegetation, and natural resources. [7] QUICK FACTS [8] Fact 1: The Coastal Plains has rivers, forests, farmland, ports, and access to the Gulf of Mexico. These features

Field	Focus
Evidence that helps prove the answer	Teacher action
The Change Atlas evidence bank	Mark Q or P and record the source
Corroborate with a second source	Organize around one answer
Edit for correctness	Publish the research
RESOURCES create opportunities	CONNECTION spreads goods and ideas
PEOPLE preserve culture	SET introduction

41. Preparation Before Day 1

- ☐ Return the three body paragraphs and let students place them physically on desks.
- ☐ Prepare the complete-paper flow and Daily Deck Slide M4-1.
- ☐ Cut and shuffle one Human Research Paper card set per group.
- ☐ Prepare seven Target Station signs.
- ☐ Arrange five museum booths: PLACE; IDEAS AND CHOICES; EVIDENCE ROOM; LEGACY; PUBLISHED RESEARCH.
- ☐ Prepare Q/P/C markers, planning pages, revision tools, editing tools, and display materials.
- ☐ Preserve student ownership by asking questions without supplying research sentences.

42. Weekly Timing & Transition Overview

Weekly Timing & Transition Overview: The foundation is PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE working together through possibility, choice, action, change, and legacy.

distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade. [17] RESOURCE CHART [18] Resource Why People Valued It Gold Used for wealth, trade, coins, and decoration Salt Needed by people and useful for preserving food Books Carried knowledge and learning Cloth and tools Useful

Field	Focus	Evidence	Teacher Action
Student product	The Change Atlas	Mark Q or P and record the source	Explain meaning, importance, and proof

	evidence bank		
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer	Revise for coherence and clarity
Revise for coherence and clarity	Edit for correctness	Publish the research	PLACE creates possibilities
PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations
IDEAS influence later generations	PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph

43. Tiny Times Transition

Tiny Times Transition: The foundation is PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE working together through possibility, choice, action, change, and legacy.

wealthy. Cities such as Timbuktu also became important centers of trade and learning. [21] Think About It [22] How can having a valuable resource change a society? [23] TAB 3 - CONNECTION [24] Case File: Caddo Trade [25] ARTIFACT [26] Decorated Caddo pottery [27] MAP CAPTION [28] Caddo communities lived in parts of what is now East Texas, where rivers and forests supported farming, travel,

Citizenship & Content Connection

44. The Citizenship Connection

The Citizenship Connection: The foundation is PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE working together through possibility, choice, action, change, and legacy.

items But trade could move more than objects. [29] When people met, they could also exchange skills, stories, traditions, and information. [30] CHANGE CLUE [31] Connections between communities can spread both goods and ideas. [32] Think About It [33] What might people carry home from a trade meeting besides an object? [34] TAB 4 - IDEAS [35] Case File: The Magna Carta [36] TIMELINE [37]

Field	Focus
Mark Q or P and record the source	Explain meaning, importance, and proof
Organize around one answer	Revise for coherence and clarity
Publish the research	PLACE creates possibilities
CONNECTION spreads goods and ideas	IDEAS influence later generations
SET introduction	R-E1-E2 body paragraph
Source record	Research question
Teacher action	Student product
Mark Q or P and record the source	Explain meaning, importance, and proof

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Anchor Charts / Core Strategy Visuals: The foundation is PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE working together through possibility, choice, action, change, and legacy.

agreement called the Magna Carta. [38] DOCUMENT CAPTION [39] The Magna Carta did not create modern democracy and did not give equal rights to everyone. However, it strengthened an important idea: A ruler should also be required to follow the law. Over time, ideas about limited government, legal protections, and the rule of law influenced later governments. [40] CHANGE CLUE [41] An idea does not

Field	Focus	Evidence
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer

Field	Focus	Evidence
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Revise for coherence and clarity	Edit for correctness	Publish the research

Field	Focus	Evidence
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Revise for coherence and clarity	Edit for correctness	Publish the research
PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
IDEAS influence later generations	PEOPLE preserve culture	SET introduction
R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record

46. Core Habit / Strategy Explanation

Core Habit / Strategy Explanation: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

About It [43] Why might an idea from 1215 still matter hundreds of years later? [44] TAB 5 - PEOPLE [45] Case File: Voices That Shaped Texas [46] Culture can be carried through music. Three Texas performers used their talents in different ways. [47] ARTIST CARD 1 [48] Lydia Mendoza Mendoza sang in Spanish about family, work, love, and everyday experiences. Her music helped Mexican

47. Student Source Passage(s)

Passage use: use the research source below at very high stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "The Change Atlas: Five Forces That Shape a Society" (Stamina: Very High)

[1] Welcome to The Change Atlas!

[2] Why do societies change? Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the way people think. And sometimes individual people help change a community or culture. Explore the five forces below.

[3] TAB 1, PLACE

[4] Case File: The Regions of Texas

[5] MAP CAPTION

[6] Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins. Each region has different landforms, climate, vegetation, and natural resources.

[7] QUICK FACTS

[8] Fact 1: The Coastal Plains has rivers, forests, farmland, ports, and access to the Gulf of Mexico. These features support farming, fishing, shipping, business, and large cities. Fact 2: The Mountains and Basins region is much drier. Farming is more difficult there, but oil, gas, minerals, tourism, and trade are important.

[9] CHANGE CLUE

[10] The same state can contain very different environments, and those environments can influence where people live and what work they do.

[11] Think About It

[12] How can the land create both an opportunity and a challenge?

[13] TAB 2, RESOURCES

[14] Case File: Gold, Salt, and the Kingdom of Mali

[15] MAP CAPTION

[16] Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade.

[17] RESOURCE CHART

[18] Resource Why People Valued It Gold Used for wealth, trade, coins, and decoration Salt Needed by people and useful for preserving food Books Carried knowledge and learning Cloth and tools Useful in everyday life

[19] CHANGE CLUE

[20] Mali's location near valuable resources and major trade routes helped the kingdom become wealthy. Cities such as Timbuktu also became important centers of trade and learning.

[21] Think About It

[22] How can having a valuable resource change a society?

[23] TAB 3, CONNECTION

[24] Case File: Caddo Trade

[25] ARTIFACT

[26] Decorated Caddo pottery

[27] MAP CAPTION

[28] Caddo communities lived in parts of what is now East Texas, where rivers and forests supported farming, travel, and community life. People could travel between communities and exchange goods. They might trade: pottery tools food materials other useful items But trade could move more than objects.

[29] When people met, they could also exchange skills, stories, traditions, and information.

[30] CHANGE CLUE

[31] Connections between communities can spread both goods and ideas.

[32] Think About It

[33] What might people carry home from a trade meeting besides an object?

[34] TAB 4, IDEAS

[35] Case File: The Magna Carta

[36] TIMELINE

[37] 1215, Runnymede, England King John faced angry barons who believed his power needed limits. The result was a written agreement called the Magna Carta.

[38] DOCUMENT CAPTION

[39] The Magna Carta did not create modern democracy and did not give equal rights to everyone. However, it strengthened an important idea: A ruler should also be required to follow the law. Over time, ideas about limited government, legal protections, and the rule of law influenced later governments.

[40] CHANGE CLUE

[41] An idea does not have to solve every problem immediately to matter. Some ideas become starting points that later generations develop further.

[42] Think About It

[43] Why might an idea from 1215 still matter hundreds of years later?

[44] TAB 5, PEOPLE

[45] Case File: Voices That Shaped Texas

[46] Culture can be carried through music. Three Texas performers used their talents in different ways.

[47] ARTIST CARD 1

[48] Lydia Mendoza Mendoza sang in Spanish about family, work, love, and everyday experiences. Her music helped Mexican American listeners hear their own language and culture represented.

[49] ARTIST CARD 2

[50] Chelo Silva Silva became known for her powerful singing and contributions to Tejano music. Her songs helped the music reach more listeners across Texas.

[51] ARTIST CARD 3

[52] Julius Lorenzo Cobb Bledsoe Bledsoe was an African American singer who performed on stage and in opera. His success was especially important during a time when Black performers often faced unfair barriers.

[53] CHANGE CLUE

[54] These artists did not make the same kind of music, but each used a voice to contribute to Texas culture. People can help preserve culture by sharing stories, traditions, art, and experiences.

[55] THE FIVE FORCES

[56] Force Question to Ask PLACE How did geography affect what people could do? RESOURCES What did people have, need, or value? CONNECTION What happened when communities met? IDEAS What belief or idea caused people to think differently? PEOPLE How did someone's choices or talents create change?

[57] Researcher's Question

[58] Which piece of evidence best shows that one of these five forces caused change? When choosing evidence, do not select a fact only because it is interesting. Ask yourself: Does this fact help prove my claim?

[59] Big Idea

[60] Societies are shaped by places, resources, connections, ideas, and people, and these forces often work together.

48. Student Annotation Guide

Student Annotation Guide: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

sharing stories, traditions, art, and experiences. [55] THE FIVE FORCES [56] Force Question to Ask PLACE How did geography affect what people could do? RESOURCES What did people have, need, or value? CONNECTION What happened when communities met? IDEAS What belief or idea caused people to think differently? PEOPLE How did someone's choices or talents create change? [57] Researcher's Question [58] Which piece of evidence

Field	Focus
Revise for coherence and clarity	Edit for correctness
PLACE creates possibilities	RESOURCES create opportunities
IDEAS influence later generations	PEOPLE preserve culture
R-E1-E2 body paragraph	R1-R2-R3 conclusion
Research question	Evidence that helps prove the answer
Student product	The Change Atlas evidence bank

Field	Focus
Revise for coherence and clarity	Edit for correctness
PLACE creates possibilities	RESOURCES create opportunities
IDEAS influence later generations	PEOPLE preserve culture
R-E1-E2 body paragraph	R1-R2-R3 conclusion
Research question	Evidence that helps prove the answer
Student product	The Change Atlas evidence bank

49. TRACKS Evidence Highlighting

TRACKS Evidence Highlighting: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

it is interesting. Ask yourself: Does this fact help prove my claim? [59] Big Idea [60] Societies are shaped by places, resources, connections, ideas, and people-and these forces often work together. Student Annotation Guide - The Change Atlas - Five Forces That Shape a Society T - Time 1215; Runnymede, England R - Reactions Does this fact help prove my claim; do not select a fact only because it is interesting; How can the land create both an opportunity and a challenge; How can having

Field	Focus	Evidence
Edit for correctness	Publish the research	PLACE creates possibilities
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph
	Source record	Research question

R1-R2-R3 conclusion		
Evidence that helps prove the answer	Teacher action	Student product
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof

50. Five-Day GRADUATE Lesson

Every day uses a 20 MINUTES block and the same evidence path: purpose, standards, Teacher Script, Class Slide, student task, embedded check, access without lowering rigor, teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 20 MINUTES

Daily lesson header: GATHER AND REVEAL | 20 MINUTES | WHOLE CLASS

Standard	Focus	Evidence
TEKS	4.13(E)(i) demonstrate understanding of information gathered	Students use the research structure.
ELPS	4(D)(iii) write with transition words	Students rehearse and explain.

Day Purpose: return the three body paragraphs, reveal the complete-paper flow, build SET, and show why a source detail earns a place.

TEACHER SCRIPT

"return the three body paragraphs, reveal the complete-paper flow, build SET, and show why a source detail earns a place."

CLASS SLIDE

Show the complete paper flow and the evidence decision for this day.

Embedded check: Ask what the evidence helps prove. **Access without lowering rigor:** permit oral rehearsal and rereading while the student still makes the decision. **Student product:** a SET introduction and complete-paper map.

DAY 2 | ATTEMPT | 20 MINUTES

Daily lesson header: ATTEMPT THE HUMAN RESEARCH PAPER | 20 MINUTES | PARTNERS

Standard	Focus	Evidence
TEKS	4.13(C)(i-ii) gather relevant information from varied sources	Students use the research structure.
ELPS	4(F)(i)-(ii), (v)-(vi) write to explain or justify with evidence	Students rehearse and explain.

Day Purpose: organize cards A-O into SET, three R-E1-E2 body paragraphs, and R1-R2-R3, then justify the order.

TEACHER SCRIPT

"organize cards A-O into SET, three R-E1-E2 body paragraphs, and R1-R2-R3, then justify the order."

CLASS SLIDE

Show the complete paper flow and the evidence decision for this day.

Embedded check: Ask what the evidence helps prove. **Access without lowering rigor:** permit oral rehearsal and rereading while the student still makes the decision. **Student product:** the card-built research paper.

Step	Student Action	Check
1	Place SET cards A-B-C.	The introduction names purpose, research, and thesis (central idea).
2	Place D-E-F, G-H-I, and J-K-L.	Each R has relevant E1 and an E2 that explains proof.
3	Place M-N-O.	R1 restates, R2 refers, and R3 reflects.

DAY 3 | DISCUSS AND USE | 20 MINUTES

Daily lesson header: DISCUSS AND USE INDEPENDENTLY | 20 MINUTES | WHOLE CLASS, THEN INDEPENDENT

Standard	Focus	Evidence
TEKS	4.13(F)(i) recognize paraphrasing and plagiarism	Students use the research structure.
ELPS	4(D)(i)-(iii) write with varied sentence lengths and transitions	Students rehearse and explain.

Day Purpose: assemble the paper, mark Q and P, credit both, add corroboration, and revise for one clear answer.

TEACHER SCRIPT

"assemble the paper, mark Q and P, credit both, add corroboration, and revise for one clear answer."

CLASS SLIDE

Show the complete paper flow and the evidence decision for this day.

Embedded check: Ask what the evidence helps prove. **Access without lowering rigor:** permit oral rehearsal and rereading while the student still makes the decision. **Student product:** an independent five-paragraph paper.

DAY 4 | AWARD AND TARGET | 20 MINUTES

Daily lesson header: AWARD AND TARGET | 20 MINUTES | WHOLE CLASS, THEN INDEPENDENT

Standard	Focus	Evidence
TEKS	4.11(C)(i-x) revise for coherence and clarity	Students use the research structure.
ELPS	4(E)(i)-(ii) write with conventions	Students rehearse and explain.

Day Purpose: award one precise success and move through seven Target Stations.

TEACHER SCRIPT

"award one precise success and move through seven Target Stations."

CLASS SLIDE

Show the complete paper flow and the evidence decision for this day.

Embedded check: Ask what the evidence helps prove. **Access without lowering rigor:** permit oral rehearsal and rereading while the student still makes the decision. **Student product:** an Award statement, target, and revised paper.

DAY 5 | EXPLAIN TO OTHERS | 20 MINUTES

Daily lesson header: EXPLAIN EDUCATE AND PUBLISH | 20 MINUTES | PARTNERS

Standard	Focus	Evidence
TEKS	4.13(H)(i) present results in an appropriate mode	Students use the research structure.
ELPS	4(F)(i)-(xvi) write to explain or justify with evidence	Students rehearse and explain.

Day Purpose: publish the paper in the What Shapes Our World? Research Museum and explain the thesis (central idea), strongest evidence, source relationship, limitation, and R3 takeaway.

TEACHER SCRIPT

"publish the paper in the What Shapes Our World? Research Museum and explain the thesis (central idea), strongest evidence, source relationship, limitation, and R3 takeaway."

CLASS SLIDE

Show the complete paper flow and the evidence decision for this day.

Embedded check: Ask what the evidence helps prove. **Access without lowering rigor:** permit oral rehearsal and rereading while the student still makes the decision. **Student product:** a published paper, museum display, and presentation script.

CLOSING SCRIPT

"You turned a month of research into one clear answer. You selected evidence, credited your sources, explained what the evidence proves, revised, edited, and published your research."

51. Low / Developing Exemplar

Low / Developing Exemplar: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

Texas; the Coastal Plains; The Mountains and Basins region; the Sahara Desert; East Texas; Timbuktu
TRACKS EVIDENCE HIGHLIGHTING - The Change Atlas - Five Forces That Shape a Society [1]
Welcome to The Change Atlas! [2] Why do societies change? Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the

Field	Focus
PLACE creates possibilities	RESOURCES create opportunities
IDEAS influence later generations	PEOPLE preserve culture
R-E1-E2 body paragraph	R1-R2-R3 conclusion
Research question	Evidence that helps prove the answer

Student product	The Change Atlas evidence bank
-----------------	--------------------------------

52. Medium / Approaching Exemplar

Medium / Approaching Exemplar: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

1 - PLACE [4] Case File: The Regions of Texas [5] MAP CAPTION [6] Texas has four major physical regions: the Coastal Plains, North Central Plains, Great Plains, and Mountains and Basins. Each region has different landforms, climate, vegetation, and natural resources. [7] QUICK FACTS [8] Fact 1: The Coastal Plains has rivers, forests, farmland, ports, and access to the Gulf of Mexico. These features

Field	Focus
RESOURCES create opportunities	CONNECTION spreads goods and ideas
PEOPLE preserve culture	SET introduction
R1-R2-R3 conclusion	Source record
Evidence that helps prove the answer	Teacher action
The Change Atlas evidence bank	Mark Q or P and record the source

53. High / Secure Exemplar

High / Secure Exemplar: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

more difficult there, but oil, gas, minerals, tourism, and trade are important. [9] CHANGE CLUE [10] The same state can contain very different environments, and those environments can influence where people live and what work they do. [11] Think About It [12] How can the land create both an opportunity and a challenge? [13] TAB 2 - RESOURCES [14] Case File: Gold, Salt, and the Kingdom of Mali [15] MAP CAPTION [16] Trade routes crossed the Sahara Desert and connected the kingdom of Mali with

Field	Focus
CONNECTION spreads goods and ideas	IDEAS influence later generations
SET introduction	R-E1-E2 body paragraph
Source record	Research question
Teacher action	Student product

Field	Focus	Evidence	Teacher Action
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record

Field	Focus	Evidence
-------	-------	----------

CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Teacher Answer Guidance & Evidence Notes: The Change Atlas is an evidence bank. Students mark Q or P, record the source, corroborate, and explain what the evidence proves.

distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade. [17]

RESOURCE CHART [18] Resource Why People Valued It Gold Used for wealth, trade, coins, and decoration Salt Needed by people and useful for preserving food Books Carried knowledge and learning Cloth and tools Useful

55. Standards Evidence Trail

Standards Evidence Trail: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

wealthy. Cities such as Timbuktu also became important centers of trade and learning. [21] Think About It [22] How can having a valuable resource change a society? [23] TAB 3 - CONNECTION [24] Case File: Caddo Trade [25] ARTIFACT [26] Decorated Caddo pottery [27] MAP CAPTION [28] Caddo communities lived in parts of what is now East Texas, where rivers and forests supported farming, travel,

Field	Focus	Evidence	Teacher Action
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion
R1-R2-R3 conclusion	Source record	Research question	Evidence that helps prove the answer
Evidence that helps prove the answer	Teacher action	Student product	The Change Atlas evidence bank
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness
Edit for correctness	Publish the research	PLACE creates possibilities	RESOURCES create opportunities
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion
R1-R2-R3 conclusion	Source record	Research question	Evidence that helps prove the answer

56. Assessment Opportunities

Assessment Opportunities: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

items But trade could move more than objects. [29] When people met, they could also exchange skills, stories, traditions, and information. [30] CHANGE CLUE [31] Connections between communities can spread both goods and ideas. [32] Think About It [33] What might people carry home from a trade meeting besides an object? [34] TAB 4 - IDEAS [35] Case File: The Magna Carta [36] TIMELINE [37]

Field	Focus
SET introduction	R-E1-E2 body paragraph
Source record	Research question
Teacher action	Student product
Mark Q or P and record the source	Explain meaning, importance, and proof
Organize around one answer	Revise for coherence and clarity
Publish the research	PLACE creates possibilities

Field	Focus	Evidence
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion
Source record	Research question	Evidence that helps prove the answer
Teacher action	Student product	The Change Atlas evidence bank

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Student Exit Ticket (Printable Page): The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

agreement called the Magna Carta. [38] DOCUMENT CAPTION [39] The Magna Carta did not create modern democracy and did not give equal rights to everyone. However, it strengthened an important idea: A ruler should also be required to follow the law. Over time, ideas about limited government, legal protections, and the rule of law influenced later governments. [40] CHANGE CLUE [41] An idea does not

58. Exit Ticket Answer Key

Exit Ticket Answer Key: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

About It [43] Why might an idea from 1215 still matter hundreds of years later? [44] TAB 5 - PEOPLE [45] Case File: Voices That Shaped Texas [46] Culture can be carried through music. Three Texas performers used their talents in different ways. [47] ARTIST CARD 1 [48] Lydia Mendoza Mendoza sang in Spanish about family, work, love, and everyday experiences. Her music helped Mexican

Field	Focus	Evidence	Teacher Action	Student Product
R1-R2-R3 conclusion	Source record	Research question	Evidence that helps prove the answer	Teacher action
Evidence that helps prove the answer	Teacher action	Student product	The Change Atlas evidence bank	Mark Q or P and record the source
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research

59. Scoring Principle

Scoring Principle: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

her powerful singing and contributions to Tejano music. Her songs helped the music reach more listeners across Texas. [51] ARTIST CARD 3 [52] Julius Lorenzo Cobb Bledsoe Bledsoe was an African American singer who performed on stage and in opera. His success was especially important during a time when Black performers often faced unfair barriers. [53] CHANGE CLUE [54] These artists did not make the

60. Gradebook Conversion

Gradebook Conversion: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

sharing stories, traditions, art, and experiences. [55] THE FIVE FORCES [56] Force Question to Ask PLACE How did geography affect what people could do? RESOURCES What did people have, need, or value? CONNECTION What happened when communities met? IDEAS What belief or idea caused people to think differently? PEOPLE How did someone's choices or talents create change? [57] Researcher's Question [58] Which piece of evidence

Field	Focus	Evidence	Teacher Action
Research question	Evidence that helps prove the answer	Teacher action	Student product
Student product	The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof
Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer	Revise for coherence and clarity
Revise for coherence and clarity	Edit for correctness	Publish the research	PLACE creates possibilities

61. Recommended Gradebook Label

Recommended Gradebook Label: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

it is interesting. Ask yourself: Does this fact help prove my claim? [59] Big Idea [60] Societies are shaped by places, resources, connections, ideas, and people-and these forces often work together. Day 1 - Gather and Reveal G R GATHER + REVEAL Return students' three body paragraphs. Put them physically on desks. Teacher Script "You do not yet have a research paper." Pause. Teacher Script

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Writing Assignment (Teacher Scoring Copy): The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

the board: THE COMPLETE PAPER SET ↓ R-E1-E2 ↓ R-E1-E2 ↓ R-E1-E2 ↓ R1-R2-R3 Reveal - Report Thinking and Research Thinking Teacher Script “A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER.” Teacher Script “Researchers, our job this month is not to prove that we can find a lot of facts.” “Our job is to decide what those facts mean together.” “Every fact must earn a place in our paper.” “Before you include evidence, ask, ‘What does this help me prove?’”

Field	Focus
Teacher action	Student product
Mark Q or P and record the source	Explain meaning, importance, and proof
Organize around one answer	Revise for coherence and clarity
Publish the research	PLACE creates possibilities
CONNECTION spreads goods and ideas	IDEAS influence later generations
SET introduction	R-E1-E2 body paragraph

63. Student Planning Frame

Student Planning Frame: The five-day sequence uses a 20-minute daily block and moves from gathering to publication.

Build the SET Introduction S - Statement of Purpose Model: Societies are shaped by many forces, and the choices people make can affect generations they will never meet. E - Evidence-Reference Transition Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together. T - thesis (central idea) People, places, and ideas shape societies because geography creates possibilities, people make

64. Writing Assignment Rubric

Writing Assignment Rubric: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

S zooms out.” Teacher Script “Your E tells the reader what kinds of research helped you.” Teacher Script “Your T gives the exact answer you intend to prove.” Source Model - Combining Facts Into a Conclusion The Change Atlas explains that the Coastal Plains supports farming, fishing, shipping, business, and large cities, while the Mountains and Basins region is much drier and depends on different

Field	Focus	Evidence	Teacher Action	Student Product
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Edit for correctness	Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record

65. Writing Gradebook Conversion

Writing Gradebook Conversion: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

earn a place because together they help prove that geography creates possibilities and challenges. Q, P, and Source Credit • Q uses the source’s exact words, quotation marks, and attribution. • P expresses the same idea in new words and sentence structure and still gives source credit. • C copies wording or structure too closely and is not acceptable. Build the Conclusion R1 People, places,

Field	Focus	Evidence	Teacher Action
Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction

66. Teacher Feedback Shortcuts

Teacher Feedback Shortcuts: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact. R3 The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward. Check for Understanding Label each sentence above S, E, T, R1, R2, or R3. Then explain the job of each one.

Answer Key

Response to Student Need

67. Intervention: Name the Thinking

Intervention: Name the Thinking: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

- E: Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together. - T: People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last. - R1: People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change. - R2: From

Field	Focus
Corroborate with a second source	Organize around one answer
Edit for correctness	Publish the research
RESOURCES create opportunities	CONNECTION spreads goods and ideas
PEOPLE preserve culture	SET introduction
R1-R2-R3 conclusion	Source record
Evidence that helps prove the answer	Teacher action

68. Embedded Checks & Student Support

Embedded Checks & Student Support: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

action continually interact. - R3: The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward. Day 2 - Attempt A
ATTEMPT GAME THE HUMAN RESEARCH PAPER Students receive sentence cards and physically organize them. SET CARDS A. Societies are shaped by many forces. B. Historical, geographic, and cultural evidence helps

Field	Focus	Evidence	Teacher Action
Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record

69. Student Support Quick Reference

Student Support Quick Reference: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

1 CARDS D. One way societies are shaped is by geography and resources. E. Passage 15 explains that East Texas rivers and fertile land supported Caddo life. F. This evidence shows that geography created possibilities for farming, travel, and trade. BODY 2 CARDS G. Another way societies are shaped is through ideas and human decisions. H. Passage 16 explains that the Magna Carta strengthened the

Field	Focus
Revise for coherence and clarity	Edit for correctness
PLACE creates possibilities	RESOURCES create opportunities
IDEAS influence later generations	PEOPLE preserve culture
R-E1-E2 body paragraph	R1-R2-R3 conclusion

70. Enrichment: Connect Across Texts

Enrichment: Connect Across Texts: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

does not solve every problem immediately. BODY 3 CARDS J. Societies are also shaped by the legacies people preserve. K. The Evidence Room shows that music can preserve cultural experiences. L. This means culture can become evidence that later generations use to understand the past. CONCLUSION CARDS M. Places, people, and ideas continue to shape societies together. N. Geography, documents, choices, art, trade, and culture

Field	Focus
Edit for correctness	Publish the research

RESOURCES create opportunities	CONNECTION spreads goods and ideas
PEOPLE preserve culture	SET introduction
R1-R2-R3 conclusion	Source record
Evidence that helps prove the answer	Teacher action

71. Additional Writing Opportunity: Plan and Draft

Additional Writing Opportunity: Plan and Draft: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

contribute next. ANSWER KEY SET: A-B-C Body 1: D-E-F Body 2: G-H-I Body 3: J-K-L Conclusion: M-N-O Explain the Organization After arranging the cards, students label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3. Partners trace how each evidence sentence supports its reason and how each explanation connects back to the thesis (central idea). Day 3 - Discuss and Use Independently D U DISCUSS

72. Additional Writing Opportunity: Revise, Edit, and Share

Additional Writing Opportunity: Revise, Edit, and Share: Assessment checks a sustained thesis (central idea), relevant evidence, explanation, source relationships, revision, editing, and publication.

rather than three separate reports?” Students point to repeated thesis (central idea) language, purposeful transitions, explanations, and cross-source relationships. Students independently assemble and complete the full paper. Required Final Product • SET introduction • 3 body paragraphs • repeated R-E1-E2 • at least 4 approved sources • at least 2 direct quotations • at least 4 paraphrased evidence statements • source credit • cross-source synthesis

Engagement & Home Connection

73. Auditory Engagement Moments

Auditory Engagement Moments: Support opens language pathways without lowering the research demand.

Paragraphs 1-3 in thesis (central idea) order. 3. Check that every R is distinct and every E1 is followed by E2. 4. Mark quotations Q and paraphrases P; credit both. 5. Add cross-source synthesis that explains how evidence works together. 6. Build the R1-R2-R3 conclusion. 7. Read the entire paper for one clear answer. 8. Revise for clarity and edit for correctness. LOW Societies are

74. Pause Points

Pause Points: Support opens language pathways without lowering the research demand.

changed societies. Teacher Note - What Needs Improvement: The response collects information but does not organize a five-paragraph paper around a thesis (central idea), credit sources, or explain what the evidence proves. MEDIUM Societies are shaped by many forces. Historical, geographic, and cultural evidence helps explain how these forces interact. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change. One way

75. At-Home Connection

At-Home Connection: Support opens language pathways without lowering the research demand.

are also shaped by the legacies people preserve. Places, people, and ideas continue to shape societies together. Teacher Note - What Needs Improvement: The response has the full organizing path, but it needs credited E1 evidence, developed E2 explanation, cross-source synthesis, and a complete R1-R2-R3 conclusion. HIGH Societies are shaped by many forces, and the choices people make can affect generations they will never meet.

Student Ownership

76. My Progress Tracker

My Progress Tracker: Support opens language pathways without lowering the research demand.

shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last. One way societies are shaped is by geography and resources. Passage 15 explains that East Texas rivers and fertile land supported Caddo life. This evidence shows that geography created possibilities for farming, travel, and trade. Another way societies are shaped is through

Field	Focus	Evidence	Teacher Action
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion
R1-R2-R3 conclusion	Source record	Research question	Evidence that helps prove the answer
Evidence that helps prove the answer	Teacher action	Student product	The Change Atlas evidence bank
The Change Atlas evidence bank	Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source
Corroborate with a second source	Organize around one answer	Revise for coherence and clarity	Edit for correctness
Edit for correctness	Publish the research	PLACE creates possibilities	RESOURCES create opportunities
RESOURCES create opportunities	CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture
PEOPLE preserve culture	SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion
R1-R2-R3 conclusion	Source record	Research question	Evidence that helps prove the answer

77. Student Award

Student Award: Support opens language pathways without lowering the research demand.

This shows that an idea may influence later generations even when it does not solve every problem immediately. Societies are also shaped by the legacies people preserve. The Evidence Room shows that music can preserve cultural experiences. This means culture can become evidence that later generations

use to understand the past. People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change. From

78. Student Target

Student Target: Support opens language pathways without lowering the research demand.

action continually interact. The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward. Day 4 - Award and Target A T AWARD + TARGET RESEARCHER'S VICTORY LAP Students mark: • S - global statement • E - evidence transition • T - thesis (central idea) • R - body reasons • Q - direct quotes • P - paraphrases • E2 - strongest explanation • R1/R2/R3 - conclusion Partners award

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

Teacher Closure Script: Support opens language pathways without lowering the research demand. one precise success by pointing to the sentence that earned it. Then every writer moves through the target stations and revises independently. TARGET STATIONS Station 1 - Prompt Did I actually answer how people, places, and ideas shape society and leave a legacy? Station 2 - Organization Does each paragraph have one job? Station 3 - Evidence Is every E1 relevant? Station 4 - Explanation

80. Essential / Overarching Question, Answered

How can we turn a month of research into one clear, well-supported answer?

Researchers select only the strongest evidence, organize it around a thesis (central idea), explain relationships among sources, revise for clarity, edit for correctness, and publish what their evidence proves. Places shape what is possible. Needs and problems create reasons to act. People develop ideas and make choices. Actions create changes. Some changes become legacies that later generations inherit.

81. Teacher Reflection

Teacher Reflection: Support opens language pathways without lowering the research demand. aloud, turn the final day into a research museum. BOOTH 1 - PLACE Display: • geography evidence • map • Body Paragraph 1 • one Place -> Possibility -> Choice chain BOOTH 2 - IDEAS AND CHOICES Display: • one historical decision • cause/effect chain • Body Paragraph 2 BOOTH 3 - EVIDENCE ROOM Display: • an artifact/map/document/art/music source • what it tells us • what it cannot tell us • corroborating source BOOTH 4 - LEGACY Display: • Body Paragraph 3 • one example

82. Teacher Artifacts of Effectiveness

Teacher Artifacts of Effectiveness: Student ownership grows when writers name a success, choose a target, revise, edit, publish, and explain the research.

of what later generations inherited BOOTH 5 - PUBLISHED RESEARCH Display: • final research paper • SET introduction enlarged • strongest E1 • strongest E2 • R3 reflection STUDENT PRESENTATION SCRIPT Teacher Script “Welcome to my What Shapes Our World research exhibit.” Teacher Script “My research question was...” Teacher Script “My thesis (central idea) was...” Teacher Script “I proved my first reason by...” Teacher Script

Production & Implementation Support

83. Module Slide Deck Build Sheet

Module Slide Deck Build Sheet: Student ownership grows when writers name a success, choose a target, revise, edit, publish, and explain the research.

Teacher Script “Two sources that worked together were...” Teacher Script “One source limitation I noticed was...” Teacher Script “The most important thing my evidence taught me was...” Teacher Script “My R3 takeaway is...” FINAL CLUSTER ANSWER Return to the giant opening question: WHAT SHAPES OUR WORLD? Teacher Script “Four weeks ago, this question was enormous.” Teacher Script “Now answer it using the language of a

Field	Focus	Evidence	Teacher Action
Teacher action	Student product	The Change Atlas evidence bank	Mark Q or P and record the source
Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record
Source record	Research question	Evidence that helps prove the answer	Teacher action
Teacher action	Student product	The Change Atlas evidence bank	Mark Q or P and record the source
Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction
SET introduction	R-E1-E2 body paragraph	R1-R2-R3 conclusion	Source record
Source record	Research question	Evidence that helps prove the answer	Teacher action
Teacher action	Student product	The Change Atlas evidence bank	Mark Q or P and record the source

Mark Q or P and record the source	Explain meaning, importance, and proof	Corroborate with a second source	Organize around one answer
Organize around one answer	Revise for coherence and clarity	Edit for correctness	Publish the research
Publish the research	PLACE creates possibilities	RESOURCES create opportunities	CONNECTION spreads goods and ideas
CONNECTION spreads goods and ideas	IDEAS influence later generations	PEOPLE preserve culture	SET introduction

84. Virtual / Online Adaptation

Virtual / Online Adaptation: Student ownership grows when writers name a success, choose a target, revise, edit, publish, and explain the research.

choices. Actions create changes. Some changes become legacies that later generations inherit. Module 4 - Low, Medium, and High Synthesis Exemplars LOW Societies are shaped by many forces. Geography, people, and ideas matter. There were rivers, gold, trade, a document, and singers. These things changed societies. Teacher Note - What Needs Improvement: The response collects information but does not organize a five-paragraph paper around a

Field	Focus
Student product	The Change Atlas evidence bank
Explain meaning, importance, and proof	Corroborate with a second source
Revise for coherence and clarity	Edit for correctness
PLACE creates possibilities	RESOURCES create opportunities
IDEAS influence later generations	PEOPLE preserve culture
R-E1-E2 body paragraph	R1-R2-R3 conclusion
Research question	Evidence that helps prove the answer

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Complete after teaching the module. Keep every right-column cell blank.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	