

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 8 - Modules 1 to 4

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?



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 8 - Module 1

PLACE: Where Does Change Begin?



Name: _____



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Grade 4 • Cluster 8 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



PLACE: Where Does Change Begin?

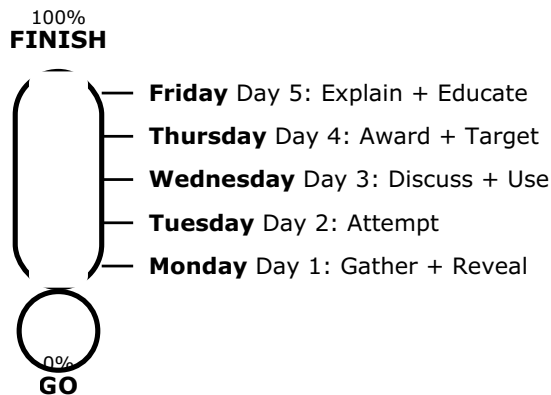
Why This Matters to Me

A research paper uses information to prove an answer. This module teaches you to gather evidence about how PLACE creates possibilities and challenges, tell a quotation from a paraphrase, give source credit, and write Body Paragraph 1 using R, E1, and E2.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my thermometer rise from GO to FINISH!

My First Thinking

I Can

- I can gather relevant evidence about how PLACE creates possibilities and challenges.
- I can tell a direct quotation from a paraphrase.
- I can give source credit for both quotations and paraphrases.
- I can write Body Paragraph 1 using R, E1, and E2.

I Will

- I will ask, 'What does this help me prove?' before choosing evidence.
- I will mark exact source words Q and ideas written in new words P.
- I will name the source whenever I quote or paraphrase.
- I will explain what my evidence means, why it matters, and how it proves my R.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to gather, credit, and explain evidence about how PLACE shapes societies.	Passage 15, 'What Shapes a Society? Place, Resources, and Connection' at Low stamina as a research evidence bank.	Body Paragraph 1 using R, E1, and E2 with source credit and at least one paraphrase.

Where We Are Going

I will move from identifying how places create possibilities and challenges to gathering credited evidence, distinguishing quotations from paraphrases, giving source credit, and writing Body Paragraph 1 using R, E1, and E2 that proves how place shapes societies while people decide how to respond.

I'll Know I've Got It When...

- ☐ My paragraph begins with the assigned R.
- ☐ My first E1 comes from Passage 15 and includes source credit.
- ☐ I include two to three E2 sentences after each E1.
- ☐ My E2 explains what the evidence means, why it matters, and how it proves the R.
- ☐ My second E1 comes from another approved source.
- ☐ I include at least one accurate paraphrase and connect the evidence to the thesis (central idea).
- ☐ Both my quotation and my paraphrase have source credit.
- ☐ I can explain what my facts prove together.

Check Myself

- ☐ My paragraph begins with the assigned R.
- ☐ My E1 comes from Passage 15 and includes source credit.
- ☐ I include two to three E2 sentences.
- ☐ I have at least one accurate paraphrase.
- ☐ My E2 explains what the evidence means, why it matters, and how it proves the R.
- ☐ I can tell the difference between a quotation and a paraphrase.
- ☐ I used complete sentences with proper capitalization.

How I Will Show What I Know

I will show what I know with the Place, Possibility, Problem game, Body Paragraph 1, the Geographer's Evidence Walk, and the Day 5 exit ticket.

My GRADUATE Learning Path

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.13A:

I can generate and clarify questions on a topic for formal and informal inquiry.

4.13C:

I can identify and gather relevant information from a variety of sources.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is the research HABIT?"

Class answers: "Mark exact words Q, mark ideas in new words P, and give source credit for both!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that researchers gather information from sources. I know that evidence supports an idea. I know that a thesis (central idea) states the exact answer.

A connection I can make

Remember It!

- ☐ A research paper uses information to prove an answer.
- ☐ PLACE creates possibilities and limits; PEOPLE make choices.
- ☐ Both quotations and paraphrases need source credit.

One idea I remember

Ready Check

- ☐ I know the difference between a report question and a research question.
- ☐ I know what Q, P, and C mean when marking evidence.
- ☐ I know that E2 explains what the evidence means, why it matters, and how it proves the R.

Watch Out! Common Mix-Up

Watch out! A list of facts is not research. Research means deciding what facts prove together. And changing only one or two words is copying too closely, not paraphrasing.

Where This Fits in My Writing

The research HABIT is: mark exact words Q, mark ideas in new words P, and give source credit for both.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passage as often as you want.

Part 1: Research Question Analysis

Read the research question. Identify what it asks you to prove about PLACE.

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

Part 2: Thesis (Central Idea)

Write one clear thesis (central idea) that answers the research question.

My thesis (central idea)

[illegible]

Part 3: Research Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in a body paragraph.

Number	Sentence
_____	The passage explains that Mali was located near valuable gold resources and important trade routes.
_____	One way societies are shaped is by the places, resources, and connections available to people.
_____	This shows that geography creates possibilities, but people decide how those possibilities are used.
_____	One way place creates opportunities is by providing resources that people can use.

Part 4: Reason or Way

Write one reason or way that explains your thesis (central idea).

My first sentence

Part 5: Evidence and Explanation

Reason: Place creates both opportunities and challenges because geography provides resources and creates limits. Copy one sentence from the passage that proves this. Then explain in one sentence how it proves the reason.

The sentence I copied from the passage as evidence

This evidence proves my reason because...

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about how a place can create a possibility or a challenge.

Word	Say it	What it means	Sentence frame
place	PLAYS	An area where people live or act.	This place provides _____.
land	LAND	The ground and its features.	The land makes _____ possible.
water	WAW-ter	A resource needed by living things.	Water helps people _____.
choice	CHOYS	A decision between possibilities.	People made the choice to _____.
problem	PROB-lum	Something that needs a solution.	One problem was _____.
change	CHAYNJ	To become different.	The connection changed _____.
connect	kuh-NEKT	To join or bring together.	Trade can connect _____.
build	BILD	To make or develop something.	People built _____.
grow	GROH	To raise crops or become larger.	The land helped people grow _____.
travel	TRAV-ul	To move from one place to another.	People traveled by _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic research words that help us gather, credit, and explain evidence. Say each word with me.

Word	Say it	What it means	Sentence frame
research	REE-serch	Careful inquiry that uses information to prove an answer.	My research helps prove _____.
evidence	EV-uh-dens	Information used as proof.	This evidence proves _____.
quotation	kwoh-TAY-shun	An author's exact words in quotation marks.	My quotation is credited to _____.
paraphrase	PAIR-uh-frayz	A source idea stated in new words.	My paraphrase explains _____.
source	SORS	Where information comes from.	My source is _____.
geography	jee-OG-ruh-fee	Landforms, water, climate, plants, animals, and resources of a place.	The geography created _____.
resource	REE-sors	Something useful found in nature.	One resource is _____.
climate	KLY-mit	The usual weather patterns of a place over time.	The climate required people to _____.
scarcity	SKAIR-suh-tee	Limited resources compared with what people want or need.	Scarcity encouraged _____.
trade	TRAYD	Exchanging what people have for what they need or value.	Trade connected _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words are connected specifically to the topics in Passage 15 about geography, resources, and connection. When we understand them, the passage becomes an evidence bank.

Word	Say it	What it means	Sentence frame
landform	LAND-form	A natural feature of Earth's surface.	This landform affects _____.
natural resource	NACH-er-uhl REE-sors	Something found in nature that people can use.	This natural resource provides _____.
caravan	KAIR-uh-van	A group traveling together, often carrying goods.	The caravan carried _____.
Sahara	suh-HAIR-uh	The desert crossed by Mali's trade routes.	Across the Sahara, merchants _____.
Timbuktu	tim-buk-TOO	A Mali city known for trade and learning.	Timbuktu became a center of _____.
irrigation	ir-uh-GAY-shun	A system that brings water to land.	Irrigation can make _____ possible.
colonization	kol-uh-nuh-ZAY-shun	Control and settlement that can cause conflict, displacement, and change.	Colonization affected communities by _____.
displacement	dis-PLAYS-muhnt	Being forced away from a place.	Displacement changed _____.
renewable energy	ree-NOO-uh-buhl EN-er-jee	Energy from sources such as wind or sunlight that can be used again.	Renewable energy can use _____.
transportation	trans-por-TAY-shun	Moving people or goods from place to place.	Transportation connected _____.

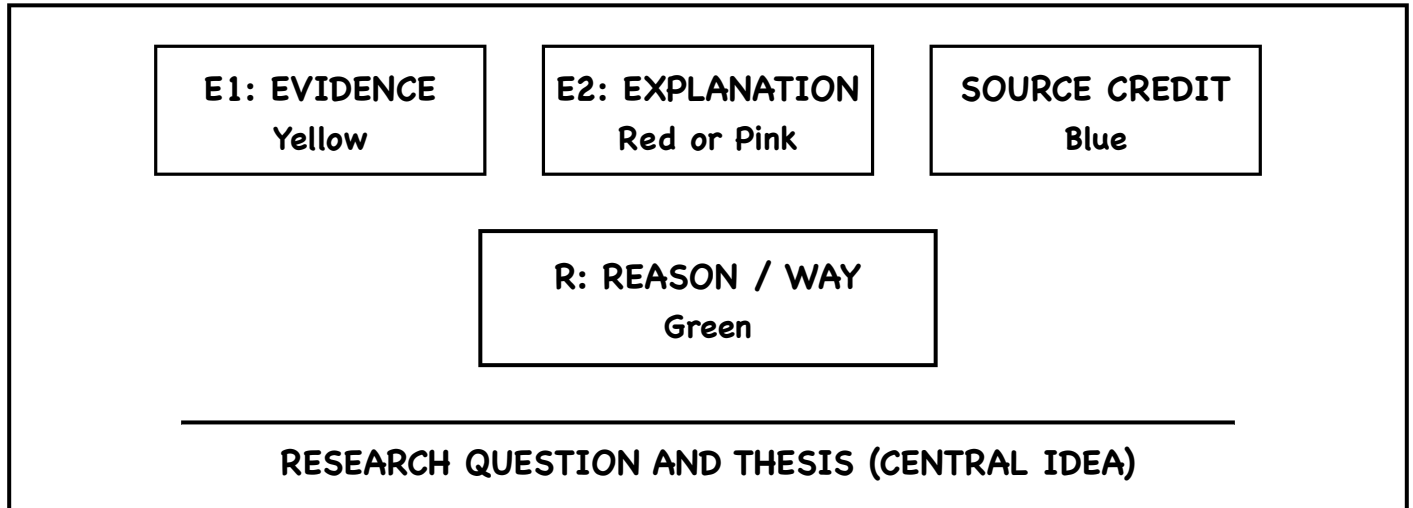
Use one Tier 3 word in a sentence

My Strategy Tools

Research Evidence Structure



A research paper uses information to prove an answer. The structure shows how strong evidence supports a body paragraph.



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

Evidence Decision Path

Mark	What it means
Q: Quotation	Exact words from the source in quotation marks with attribution.
P: Paraphrase	Same idea in new words and a new sentence structure; still give source credit.
C: Copying	Not acceptable. Read, cover, tell, write, and check again.

Both Q and P require SOURCE CREDIT.

How this strategy works for me

Report Question and Research Question

Report Question	Research Question
Asks for information: What resources did Mali have?	Asks what facts prove together: How did resources and location work together to help Mali change?

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

How I Say the Standard!

4.13A:

I can generate and clarify questions on a topic for formal and informal inquiry.

4.13C:

I can identify and gather relevant information from a variety of sources.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Mali, Caddo, Timbuktu, Texas, and Sahara.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Five Thinking Levels: WHY

Read from the bottom up. Each level shows deeper research thinking.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 (Red)			Foundational	Finds or repeats a fact.
Level 2 (Orange)			Emergent	Sorts a fact as possibility or challenge.
Level 3 (Yellow)			Visible	Connects a source detail directly to the R.
Level 4 (Green)			Independent	Explains what evidence means and why it matters.
Level 5 (Blue)			Reflective	Synthesizes sources and connects place, choice, change, and legacy.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I used

Five Thinking Levels: HOW

HOW prompts ask about the way something works or the way parts fit together.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 (Red)	○		Foundational	Finds or repeats a fact.
Level 2 (Orange)	◻		Emergent	Sorts a fact as possibility or challenge.
Level 3 (Yellow)	▽		Visible	Connects a source detail directly to the R.
Level 4 (Green)	△		Independent	Explains what evidence means and why it matters.
Level 5 (Blue)	◊		Reflective	Synthesizes sources and connects place, choice, change, and legacy.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	How can a place create both opportunities and challenges for a society?
HOW	Analyze how parts work together or how something happens.	How did resources and location work together to help Mali change?

A research question asks what facts prove together. A report question asks for information only. Research papers prove an answer; reports collect information.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Every society begins somewhere. The Caddo used East Texas rivers, forests, and fertile land. Mali used gold and trade routes across the Sahara. Texas communities use oil, wind, farmland, ports, and rivers. The places where people live influence what they can do, but people still make choices.

Background I Need

Passage 15 covers geography, resources, climate, scarcity, trade, and connection through examples from Caddo communities, Mali, Texas regions, Atlantic contact, and modern technology. The central idea: geography influences what is possible, but it does not control people.

Words I dotted while reading

What Shapes a Society? Place, Resources, and Connection

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? (continued)

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? (continued)

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? (continued)

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? (continued)

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? (continued)

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? (continued)

Research source. Low Stamina. This is an evidence bank. Read with a research purpose. Mark Q for quotation, P for paraphrase.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: What Shapes a Society? Place, Resources, and Connection

How geography creates possibilities for communities, using the Caddo as an example.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: What Shapes a Society? (continued)

How resources influence societies, using Mali and Texas as examples.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail helps a reader understand why these everyday moments matter?

My thinking

My Prompt Marking Notes

The research question tells me what to prove about PLACE. I decide what evidence helps answer the question.

Shape	Word	Question I ask myself
Research question	What to prove	What evidence am I looking for?
Evidence	Q or P	Is this a quotation or a paraphrase?
Source credit	Name the source	Where did this evidence come from?

Read the research question. Identify what it asks you to prove about PLACE.

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

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



4.13A:

I can generate and clarify questions on a topic for formal and informal inquiry.

Gather: Where Does Change Begin?

Which place would change your life the most? Living beside a river, living in a desert, living beside a harbor, or living on a windy plain. Think about what that place would make possible, and what it might make difficult.

The place I chose and why

Gather Question

What can a place GIVE you? What can a place REQUIRE you to solve?

One possibility and one challenge of my chosen place

Reveal: PLACE Creates Possibilities and Limits

PLACE DOES NOT CONTROL PEOPLE. PLACE creates possibilities and limits. PEOPLE make choices.

The Big Research Lesson

A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER.

Report Question	Research Question
What resources did Mali have?	How did resources and location work together to help Mali change?

In my own words: what is the difference between a report and a research paper?

Quotation, Paraphrase, or Copying?

Mark	What It Means	Rule
Q	Direct quotation	Exact words with quotation marks and attribution.
P	Paraphrase	Same idea in new words and a new sentence structure; still give source credit.
C	Copying too closely	Not acceptable. Read, cover, tell, write, and check again.

? Both Q and P require source credit. Name one reason why paraphrasing is not the same as changing one or two words.

Check for Understanding: Q, P, or C?

Read each sample below. Write Q, P, or C beside each one.

Sample	Q, P, or C?
'Resources help create possibilities, but they also require decisions.'	
The source explains that useful materials can create opportunities, but people must choose what to do with them.	
Resources make possibilities, but they need decisions.	

One fact from Passage 15 I would mark Q and why

The same fact rewritten as a paraphrase (P)

Evidence Decision Path

Follow these steps every time you gather evidence from a research source.

Step	What I Do
1. Name what the place provides or limits.	Look at the geography, resources, and climate.
2. Name the opportunity or challenge.	Decide what the place makes possible or difficult.
3. Identify what people did.	Find the human choice or action.
4. Mark the evidence Q or P.	Q for exact words, P for ideas in new words.
5. Record source credit.	Name the source so credit is preserved.
6. Ask, "What does this help me prove?"	Connect the evidence to the thesis (central idea).

Body Paragraph Pattern

Part	What It Does
R: Reason or Way	Begins the paragraph.
E1: Evidence	A fact from the source, marked Q or P.
E2: Explanation	What does it mean? Why does it matter? How does it prove the R?

One thing I learned about gathering research evidence today

Combine Facts to Reach a Conclusion

A researcher combines facts to reach a conclusion. Read these facts from Passage 15:

- Mali had gold.
- Salt traveled through trade.
- Mali was located near important trade routes.
- Timbuktu became a center of trade and learning.

When I combine these facts, I am no longer making a list. I can conclude that geography and resources created an opportunity, but people had to build and use the trade connections.

My own conclusion from combining these facts

Paraphrase Practice: READ, COVER, TELL, WRITE, CHECK

A direct quotation keeps the author's exact language. A paraphrase keeps the author's meaning but changes the wording and sentence structure. Both require source credit.

One fact from Passage 15 written as a paraphrase (P)

The source credit I would give for this paraphrase

STUDENT WORKBOOK



Day 2: Attempt

Place, Possibility, Problem

✂ **Cut out these cards (sheet 1 of 4)**
Cut on the dashed lines. Keep the 3 label cards (Place, Possibility, Challenge) in the middle of the table and the 36 sentence cards in a stack. Read each card. Decide if it names a place, a possibility, or a challenge. Match it to the correct section on the game board.

PLACE	POSSIBILITY
CHALLENGE	East Texas forests and rivers
Sahara trade routes	Gulf Coast
Great Plains	Mountains and Basins

Self-Check (back of cards) (sheet 1 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

POSSIBILITY what a place makes possible for the people who live there.	PLACE a geographic feature or area where a society develops.
Place	CHALLENGE a difficulty or problem created by the place or its features.
Place	Place
Place	Place

STUDENT WORKBOOK



Place, Possibility, Problem

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 4)

Cut on the dashed lines. Keep the 3 label cards (Place, Possibility, Challenge) in the middle of the table and the 36 sentence cards in a stack. Read each card. Decide if it names a place, a possibility, or a challenge. Match it to the correct section on the game board.

River valley	Dry climate
Harbor	Timber for building
Shipping and fishing	Farming and ranching
Trade across long distances	Water transportation

Self-Check (back of cards) (sheet 2 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Place	Place
Possibility	Place
Possibility	Possibility
Possibility	Possibility

STUDENT WORKBOOK



Day 2: Attempt

Place, Possibility, Problem

✂ **Cut out these cards (sheet 3 of 4)**
Cut on the dashed lines. Keep the 3 label cards (Place, Possibility, Challenge) in the middle of the table and the 36 sentence cards in a stack. Read each card. Decide if it names a place, a possibility, or a challenge. Match it to the correct section on the game board.

Wind energy	Crop production
Access for ships	Limited water
Flooding	Difficult farming
Distance	Harsh travel

Self-Check (back of cards) (sheet 3 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Possibility	Possibility
Challenge	Possibility
Challenge	Challenge
Challenge	Challenge

STUDENT WORKBOOK



Place, Possibility, Problem

Day 2: Attempt

✂ Cut out these cards (sheet 4 of 4)

Cut on the dashed lines. Keep the 3 label cards (Place, Possibility, Challenge) in the middle of the table and the 36 sentence cards in a stack. Read each card. Decide if it names a place, a possibility, or a challenge. Match it to the correct section on the game board.

Limited resources	Scarcity
Soil loss	

Self-Check (back of cards) (sheet 4 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Challenge	Challenge
	Challenge

STUDENT WORKBOOK

 **Day 2: Attempt**



4.13C:

I can identify and gather relevant information from a variety of sources.

Place, Possibility, Problem

In this game, draw a Place Card. Choose one possibility that makes sense for that place. Then choose a challenge that might also exist. Explain what people might do. A correct explanation earns one point. A second source connection earns a bonus point.

Place	Possibility	Challenge	What People Might Do

My strongest Place, Possibility, Problem match and why

 **A strong researcher does not stop at: 'This place had resources.' Continue to: What did people DO with them?**

Sample Round

Place	Possibility	Challenge	Choice
Great Plains	Farming/ranching or wind energy	Drought, limited water, strong winds	Conserve water, select crops carefully, build wind turbines

Strong Matches from Passage 15

Place	Possibility	Challenge
Coastal Plains	Shipping and fishing	Storms and flooding
Great Plains	Ranching and wind energy	Drought and wind
Mountains and Basins	Minerals and energy	Limited water
East Texas	Forests, rivers, and farming	Flooding and dense terrain
Sahara trade routes	Long-distance trade	Difficult travel

What did people DO with what the place provided?

One connection I made between place and choice

STUDENT WORKBOOK

Day 3: Discuss + Use



4.13C:

I can identify and gather relevant information from a variety of sources.

Discuss: Same Place, Different Choices

What happened when two groups had similar resources but made different choices?
Geography does not write history by itself.

How the same place can create both an opportunity and a problem

Body Paragraph Pattern: R, E1, E2

Part	What It Does
R: Reason/Way	Begins the paragraph with the assigned reason.
E1: Evidence	A fact from the source, marked Q or P with source credit.
E2: Explanation	Tells what the evidence means, why it matters, and how it proves the R.

Model Body Paragraph

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

E1: Passage 15 explains that Mali was located near valuable gold and important trade routes.

E2: This location created an opportunity for trade, but geography alone did not make Mali powerful. People developed trade networks and exchanged resources with distant communities. This shows that place creates possibilities while human choices determine how those possibilities are used.

Use: Write Body Paragraph 1

Read the research question. Identify what it asks you to prove about PLACE.

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

Write your own Body Paragraph 1. Begin with the R. Include E1 from Passage 15 with source credit. Write two to three E2 sentences. Add a second E1 from another approved source with source credit. Write two to three more E2 sentences.

R: One way societies are shaped is by...

E1 from Passage 15 (Q or P with source credit)

E2: What does it mean? Why does it matter? How does it prove the R?

E1 from a second source (Q or P with source credit)

E2: What does it mean? Why does it matter? How does it prove the R?

[illegible]

Revise My Body Paragraph



Read your body paragraph aloud. Does each E2 explain what the evidence means, why it matters, and how it proves the R? Improve one E2 sentence.

My revised E2 sentence

Edit Checklist

- ☐ Every sentence is complete with a subject and a verb.
- ☐ I capitalized Mali, Caddo, Timbuktu, Texas, Sahara, and other proper nouns.
- ☐ I used quotation marks for exact source words.
- ☐ I gave source credit for both Q and P.
- ☐ I spelled vocabulary words correctly.

One sentence I improved and why

STUDENT WORKBOOK



Day 4: Award + Target



4.13C:

I can identify and gather relevant information from a variety of sources.

Award: Study My Research Decisions

Today we do not simply say whether our paragraph is good or bad. We study the exact decisions we made as researchers.

Mark your paragraph: strongest E1, strongest E2, and strongest connection to R. Explain to a partner why each marked part is strong.

My strongest E1 and why

My strongest E2 and why

My strongest connection to R and why

Target: My Next Step

☐ Did I explain what my evidence means?

STUDENT WORKBOOK

Day 5: Explain + Educate



4.13A:

I can generate and clarify questions on a topic for formal and informal inquiry.

Educate: Geographer's Evidence Walk

Display one evidence card. Explain to your partner:

- My R is...
- My first source taught me...
- My second source added...
- Together, the evidence proves...

Listeners: Identify the evidence-to-reason connection and ask, 'What choice did people make with what the place provided?'

My teaching notes for the Evidence Walk

Exit Ticket

Read the research question. Identify what it asks you to prove about PLACE.

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

Write a complete body paragraph using R, E1 from Passage 15, two to three E2 sentences, a second E1 from another source, and two to three more E2 sentences. Include source credit for every E1.

R: One way societies are shaped is by...

E1 with source credit

E2: What does it mean? Why does it matter? How does it prove the R?

Second E1 with source credit

E2: What does it mean? Why does it matter? How does it prove the R?

[illegible]



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Read the research question. Identify what it asks you to prove about PLACE.

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

My Plan

- Read the research question. Identify what it asks about PLACE.
- Write the R: One way societies are shaped is by the places, resources, and connections available to people.
- Find E1 from Passage 15 with source credit.
- Write two to three E2 sentences: What does it mean? Why does it matter? How does it prove the R?

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My R starts the paragraph.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Mali, Caddo, Timbuktu, Texas, and Sahara begin with capital letters.
- ☐ Geography, resources, trade, and society are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
R	I wrote the assigned Reason/Way.	
E1	My evidence comes from the source with credit.	
E2	My explanation tells meaning, importance, and proof.	
Q/P	I used at least one accurate paraphrase.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Places can shape societies. Mali had gold. It had trade routes. This helped Mali.

Facts are relevant but explanation is undeveloped.

Medium

One way societies are shaped is by the places and resources available to people. Passage 15 explains that Mali had gold and was near trade routes. This helped merchants exchange goods with other places. The trade helped Mali become wealthier. This shows that location can create opportunities for a society.

Clear R and E1/E2, but needs multiple sources and deeper synthesis.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

One way societies are shaped is by the places, resources, and connections available to people. Passage 15 explains that Mali was located near valuable gold resources and important trade routes. This meant Mali had something other societies wanted and routes that allowed merchants to reach distant markets. However, gold alone could not create a powerful kingdom; people had to protect, organize, and participate in trade. The Change Atlas also shows that Caddo communities used rivers and forests for farming, travel, and exchange. Together, these examples prove that geography creates possibilities, but people decide how those possibilities will shape a society.

Why it works: every part of the response is present and connected. This is the target; there is nothing left to improve.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
--------	-------------------------------	--------------

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Read the research question.	☐	☐	☐
Name what the place provides or limits.	☐	☐	☐
Name the opportunity or challenge.	☐	☐	☐
Identify what people did.	☐	☐	☐
Mark the evidence Q or P.	☐	☐	☐
Record source credit.	☐	☐	☐
Ask what the evidence helps me prove.	☐	☐	☐
Write R, E1, and E2.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

A place provides resources and creates limits, but people decide how to use, change, protect, or connect with what the environment provides. Geography provides resources and creates limits, but people choose how to respond.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say what evidence you would gather and how you would give source credit.

My new prompt

Take It Further! Evidence Builder Challenge

Build a complete body paragraph from one research question: How can a place create both opportunities and challenges for a society?

- Read the research question.
- Write the R.
- Find one E1 from Passage 15 with source credit.
- Write two to three E2 sentences.
- Find a second E1 from another approved source.
- Write two to three E2 sentences for the second E1.
- Explain what the evidence proves together.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Evidence Builder Challenge

Write your complete body paragraph in the box below. Include R, two E1s with source credit, and developed E2 thinking.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Place Creates Possibilities

Think about where you live. Name one thing your place makes possible (a park, a store, a school) and one challenge it creates (traffic, weather, distance). Explain your thinking to someone at home.

Ask them: What is one way our place has changed since you were young?

Family member signature: _____

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module.

- ☐ I keep this chart up to date.
- ☐ I show this chart to my teacher.

My Module 1 Snapshot

I can keep this page with my other work.

The most useful word I learned

The craft move I can use fastest

My Strong Roots

I am a prepared writer.

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 8 - Module 2

Ideas and Choices: How Do People Turn
Possibility Into Change?



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Ideas and Choices: How Do People Turn Possibility Into Change?

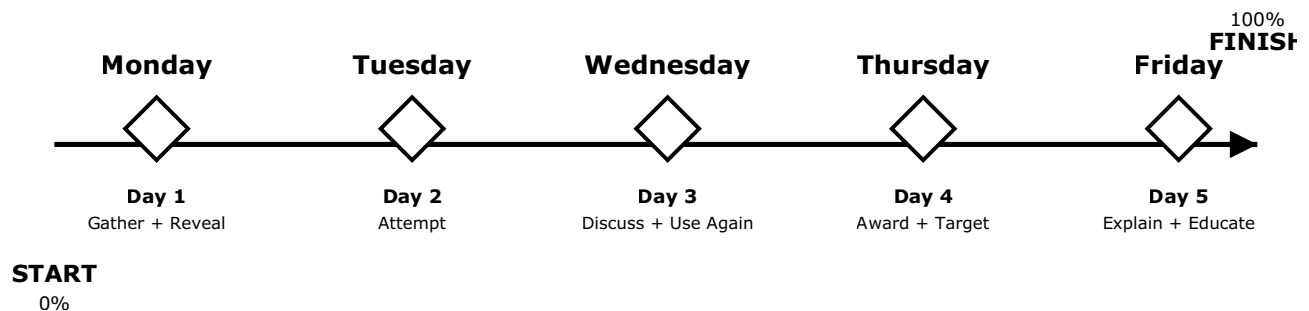
Why This Matters to Me

I will use relevant, credited evidence to prove that ideas create change when people act on them and that the consequences of that change may reach beyond the first decision.

Essential Question

How can an idea or decision change a society?

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my timeline move from START to FINISH!

My First Thinking

I Can

- I can gather relevant evidence about ideas, choices, leadership, and culture.
- I can tell a direct quotation from a paraphrase and copying too closely.
- I can give source credit for both a quotation and a paraphrase.
- I can write Body Paragraph 2 using R, E1, E2.

I Will

- I will ask, "What does this help me prove?" before including evidence.
- I will mark exact source words Q and same-idea/new-words notes P.
- I will explain the decision and action between a cause and its effect.
- I will develop multiple E2 sentences that explain meaning, importance, and proof.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How an idea, choice, and action combine to create a change.	Passage 16, "What Shapes a Society? Ideas, Choices, and Culture."	Credited Q and P notes, an ordered Change Chain, and Body Paragraph 2.

Where We Are Going

I will move from reactivating case studies I already know to writing an independent Body Paragraph 2 with two credited sources, one quotation, and one paraphrase.

I'll Know I've Got It When...

- ☐ State the assigned R exactly.
- ☐ Include a leadership example and a culture, economics, or citizenship example.
- ☐ Use two sources, one direct quote, and one paraphrase.
- ☐ Credit both sources and write multiple E2 sentences.

Check Myself

- ☐ I can gather relevant evidence about ideas, choices, and culture.
- ☐ I can tell a quotation from a paraphrase and copying too closely.
- ☐ I can give source credit for both.
- ☐ I can write Body Paragraph 2 using R, E1, E2.

How I Will Show What I Know

I will show what I know with an independent Body Paragraph 2, an ordered Change Chain, a partner conference, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I move into the invisible world of ideas and choices.
Reveal	Day 1	I learn IDEA does not equal CHANGE, and Q and P need source credit.
Attempt	Day 2	I play the Change Chain Challenge with sorting cards.
Discuss	Day 3	I plan my R-E1-E2 sequence before I draft.
Use Again	Day 3	I write Body Paragraph 2 on my own.
Award	Day 4	I star my strongest proof and best E2.
Target	Day 4	I find where I forgot to explain why it mattered.
Explain/Educate	Day 5	I teach a complete change chain to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.13C:

identify and gather relevant information from a variety of sources

4.13F:

recognize the difference between paraphrasing and plagiarism when using source materials

Call and Response

Read this together as a class before we start.

Teacher asks: "What does this help me prove?"

Class answers: "Every fact must earn its place!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a report collects information, but a research paper uses information to prove an answer. I can find a fact in a source.

A connection I can make

Remember It!

- ☐ IDEA does not equal CHANGE; an action connects an idea to a change.
- ☐ Q is a direct quotation and P is a paraphrase; both need source credit.
- ☐ E2 explains what the evidence means, why it matters, and how it proves the R.

One idea I remember

Ready Check

- ☐ I can find a fact in Passage 16.
- ☐ I can tell the difference between a fact and what the fact helps prove.
- ☐ I can read a whole sentence before I decide what it shows.

Watch Out! Common Mix-Up

Watch out! Copying source wording or structure too closely is C, not P, even if you change a word or two. A paraphrase needs new words, a new sentence structure, and source credit.

Where This Fits in My Writing

Body Paragraph 2 is the second paragraph of the research paper. It uses R-E1-E2, the same structure as every body paragraph this month.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread Passage 16 in Read and Interact as often as you want.

Part 1: The Research Question

Read the research question below. Underline the words that tell you what kind of change to look for.

Explain how an idea or decision can change a society. Use evidence from Passage 16 to support your answer.

Part 2: My Answer

Write one sentence that answers the research question above.

My thesis (central idea)

Part 3: Change-Chain Order

Number these four sentences 1, 2, 3, 4 to show the order they belong in a change chain.

Number	Sentence
_____	The Magna Carta did not create modern democracy.
_____	However, it helped strengthen an important idea: a ruler should also be required to follow laws.
_____	Over many centuries, people continued debating how much power leaders should have and what rights people should receive.
_____	An idea can begin in one moment and continue influencing people long afterward.

Part 4: The R

Write the model R below from memory. Remember that R names the reason or way societies are shaped.

My first sentence

Part 5: E1 and Source Credit

Reason: Another way societies are shaped is through the ideas, choices, and actions of people. Copy one sentence from Passage 16 that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Body Paragraph Start

Write two or three sentences that begin a body paragraph. Use your R, one piece of credited evidence, and one E2 sentence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a choice someone made.

Word	Say it	What it means	Sentence frame
idea	IDEA	a thought about what could be done	The idea was ____.
choice	CHOICE	a decision between possibilities	The choice was ____.
action	ACTION	something a person does	The action that followed was ____.
change	CHANGE	a result that makes something different	One change was ____.
rule	RULE	a direction people are expected to follow	The rule affected ____.
leader	LEADER	a person who guides or makes decisions	The leader chose to ____.
voice	VOICE	a way to express ideas or experiences	This voice preserved ____.
help	HELP	support given to a person or effort	The support helped ____.
last	LAST	to continue over time	The effect lasted because ____.
share	SHARE	to make an idea or creation available to others	People shared ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Say each word. Then use one word in a sentence about your research.

Word	Say it	What it means	Sentence frame
research	RESEARCH	careful inquiry that uses information to prove an answer	My research helps prove ____.
evidence	EVIDENCE	information used as proof	This evidence proves ____.
quotation	QUOTATION	an author's exact words in quotation marks	My quotation is credited to ____.
paraphrase	PARAPHRASE	a source idea stated in new words	My paraphrase explains ____.
source	SOURCE	where information comes from	My source is ____.
geography	GEOGRAPHY	landforms, water, climate, plants, animals, and resources of a place	Geography created the possibility to ____.
resource	RESOURCE	something useful found in nature	This resource made ____ possible.
climate	CLIMATE	the usual weather patterns of a place over time	Climate can shape ____.
scarcity	SCARCITY	limited resources compared with what people want or need	Scarcity may lead people to ____.
trade	TRADE	exchanging what people have for what they need or value	Trade connected ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

Say each word and its pronunciation. Then use one word in a sentence about Passage 16.

Word	Say it	What it means	Sentence frame
Magna Carta	the 1215 agreement that strengthened the idea that a ruler should follow laws	MAG-nuh KAR-tuh	The Magna Carta strengthened ____.
rule of law	the idea that rulers and other people are subject to laws	ROOL uhv LAW	Rule of law matters because ____.
Renaissance	a period when people studied earlier learning and applied it in new ways	REN-uh-sahns	Renaissance thinkers ____.
patronage	financial support for artists, scholars, or creators	PAY-truh-nij	Patronage helped ____.
annexation	the act of adding a territory to a country	an-ek-SAY-shun	Texas annexation changed ____.
free enterprise	a system that gives people opportunities to create businesses and sell goods or services	FREE EN-ter-prize	Free enterprise allowed ____.
civic participation	taking part in the work and decisions of a community	SIV-ik par-tis-uh-PAY-shun	Civic participation includes ____.
consequence	a result of an action or decision	KON-suh-kwens	One consequence was ____.
legacy	something passed forward that continues to influence others	LEG-uh-see	The longer legacy was ____.
culture	language, traditions, music, art, food, stories, beliefs, and celebrations of a society	KUL-cher	Culture can preserve ____.

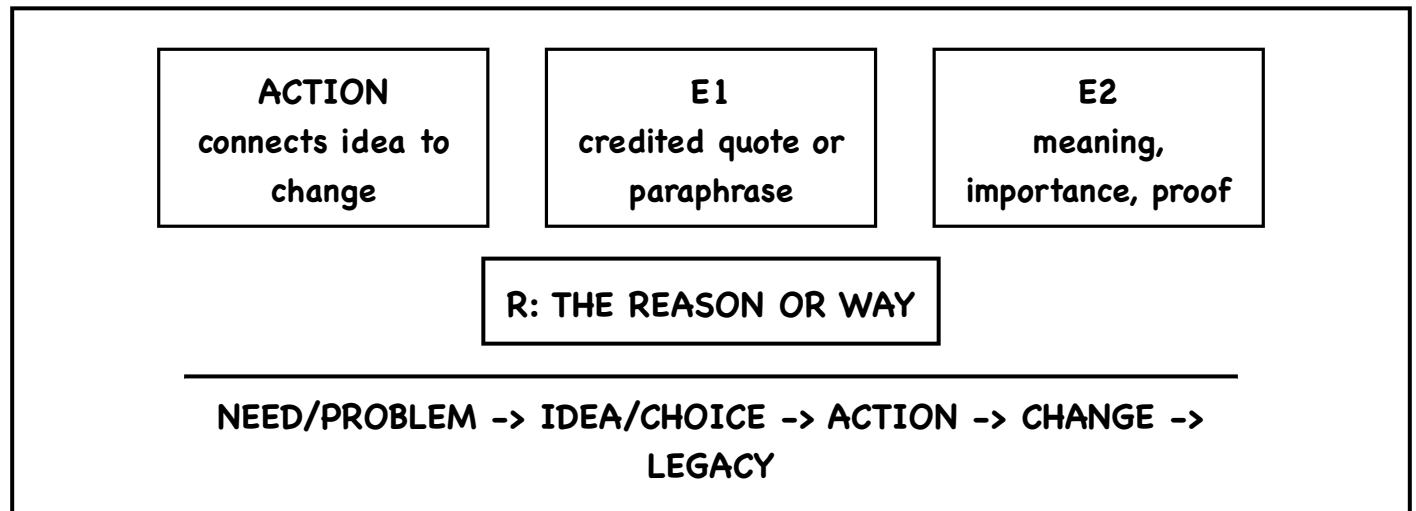
Use one Tier 3 word in a sentence

My Strategy Tools

The Change Chain



My research traces an idea to an action to a change. The chain shows how a fact becomes proof.



IDEA does not equal CHANGE. Researchers explain the decision and action in between.

Reading Passage 16 as an Evidence Bank

Mark	What it means
Q	Direct quotation: exact source words in quotation marks with attribution.
P	Paraphrase: the same idea in new words and a new sentence structure, with source credit.
C	Copying too closely: not acceptable. Read, cover, tell, write, and check again.

Both Q and P require source credit. Record the source title with each note.

How I will decide between Q and P for my evidence

WHY and HOW

WHY	HOW
explains what the evidence means and why it matters.	explains the action that connected an idea or choice to a change.

An idea does not create change by itself. Researchers trace idea to action to change and explain the decision and action in between.

How I Say the Standard!

4.13C:

identify and gather relevant information from a variety of sources

4.13F:

recognize the difference between paraphrasing and plagiarism when using source materials

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Magna Carta, Mansa Musa, and Texas.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

Cognitive Demand

This chart shows the three levels of research thinking this module asks for.

Level	Symbol	Student Work	Evidence of Thinking
Literal	○	Identify the idea, choice, action, and change in a source example.	A correctly ordered change chain.
Inferential	◻	Explain why the evidence matters and what it proves.	Multiple E2 sentences connected to the R.
Evaluative	▽	Select evidence from at least two sources and judge how it works together.	A coherent Body Paragraph 2 with relevant, credited Q and P evidence.

Researchers move from identifying a fact, to explaining why it matters, to judging how sources work together.

One piece of evidence I can explain, not just identify

Five Thinking Levels

These are the five thinking levels for Module 2's research work.

Level	Symbol	Color	Thinking Stage	Module 2 Evidence
Level 1	○	Red	Foundational	Names a fact or repeats a source sentence.
Level 2	◻	Orange	Emergent	Identifies an idea or choice and a change.
Level 3	▽	Yellow	Visible	Connects a credited E1 directly to the assigned R.
Level 4	△	Green	Independent	Explains the action and consequence with developed E2 thinking.
Level 5	◊	Blue	Reflective	Explains how effects reach later people or generations.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how an idea or decision can change a society.
HOW	Analyze how parts work together or how something happens.	Explain how a leader's choices can affect what happens to a society's resources and opportunities.

An idea does not create change by itself. Researchers trace idea to action to change and explain the decision and action in between.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Ideas, choices, and actions by people such as leaders, artists, and citizens can change a society as powerfully as geography.

Background I Need

Passage 16 studies seven cases: the Magna Carta, the Renaissance, Mansa Musa, Texas annexation, patronage and business support, Texas artists, and civic participation. The central distinction is IDEA does not equal CHANGE: an idea becomes historically important when people act on it.

Words I dotted while reading

What Shapes a Society? Ideas, Choices, and Culture

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

- 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? Ideas, Choices, and Culture (continued)

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

My
marks

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? What should we preserve? What should we change? Those questions continue to matter today.

13 Leadership Matters

14 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.

15 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.

16 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. Leadership can affect which opportunities grow and which are lost.

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? Ideas, Choices, and Culture (continued)

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

My
marks

17 Choices Can Change a Map

18 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.

19 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.

20 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.

21 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?

22 Ideas Need Support

23 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.

24 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.

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? Ideas, Choices, and Culture (continued)

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

My
marks

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

26 Voices Preserve Culture

27 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.

28 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.

29 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.

30 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. 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.

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? Ideas, Choices, and Culture (continued)

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

My
marks

31 Citizens Participate

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

33 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.

34 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.

35 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.

36 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.

37 Every Choice Leaves Something Behind

38 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.

39 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.

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? Ideas, Choices, and Culture (continued)

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

40 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.

41 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?

42 Ideas, Choices, and Culture

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Shapes a Society? Ideas, Choices, and Culture (continued)

Nonfiction evidence bank. Very High Stamina. Read for purpose, then search and credit evidence.

My
marks

43 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.

44 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.

45 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.

46 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: What Shapes a Society? Ideas, Choices, and Culture

Find the idea or choice, the action that followed, and the change it produced.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If you cannot say what it helps prove, do not highlight it.

My best TRACKS phrase and what it helps prove

Annotate: What Shapes a Society? Ideas, Choices, and Culture (continued)

Find the idea or choice, the action that followed, and the change it produced.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which case study shows both an immediate change and a longer legacy?

My thinking

My Prompt Marking Notes

Before I research, I read the question closely. I find the idea or decision it asks about and the kind of change it wants me to explain.

Shape	Word	Question I ask myself
Underline	Idea or decision	What idea, choice, or decision does this ask about?
Box	Change word	What change word tells me what to explain?
Circle	Source	Which passage or case study will supply my evidence?

Underline the R. Box the source credit. Circle Q or P above each piece of evidence.

Explain how an idea or decision can change a society.

My research question, marked and explained

STUDENT WORKBOOK



Day 1: Gather + Reveal



I move from the physical world into the invisible world of ideas and choices

Take a Position

Read each statement. Stand beside AGREE, DISAGREE, or IT DEPENDS.

- A good idea automatically creates change.
- A leader can control every result of a decision.
- An idea may influence people long after the person who first had it is gone.

My position on one statement, and why

Reactivate the Case Studies

Name what you remember about each case study before we begin new research.

- Magna Carta
- Renaissance
- Mansa Musa
- Texas annexation
- patronage/business support
- Texas artists
- civic participation

One thing I remember about a case study

IDEA does not equal CHANGE

A thought that no one acts upon may remain only a thought. IDEA + ACTION -> CHANGE.

Question	What I ask
What existed?	The problem or need before the idea.
What did someone decide?	The idea or choice.
What happened next?	The action and then the change.

A Report Versus a Research Paper

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?"

STOP & THINK

Why is naming a fact not the same as proving something with it?

My answer

Combining Facts Into a Conclusion

Source facts from Passage 16:

- "The Magna Carta did not create modern democracy."
- "However, it helped strengthen an important idea: A ruler should also be required to follow laws."
- "Over many centuries, people continued debating how much power leaders should have and what rights people should receive."

Conclusion: The Magna Carta did not solve every government problem immediately, but its idea about limiting a ruler's power influenced later thinking about laws and rights. What these facts help prove: An idea can begin in one moment and continue influencing people long afterward.

Q, P, and Source Credit

Mark	What it means
Q	Direct quotation, exact source words in quotation marks with attribution. Model: Passage 16 explains, "A ruler should also be required to follow laws."
P	Paraphrase, the same idea in new words and a new sentence structure, with source credit. Model: According to Passage 16, the Magna Carta strengthened the belief that even rulers must obey laws.
C	Copying too closely, source wording or structure changed only a little. Not acceptable.

Both Q and P require source credit.

Check for Understanding

Sentence	Q, P, or C
"A ruler should also be required to follow laws."	Q only if the exact words appear in quotation marks with attribution.
Passage 16 says the Magna Carta supported the belief that a ruler must obey laws too.	P because the idea is restated in new words and the source is credited.
A ruler should also be required to obey laws.	C because it copies the source wording and structure too closely and gives no source credit.

Exit response: Complete IDEA + ACTION → CHANGE for one case study and identify what the evidence helps prove

Sentence Frames I Can Use

Frame type	Frame
Cause frame	The challenge was _____. The idea or choice was _____. The action was _____. The change was _____.
Evidence frame	Passage 16 states, '_____.' This matters because _____.
Paraphrase frame	According to Passage 16, _____. This helps prove _____.

Watch For These Mix-Ups

- IDEA does not equal CHANGE; an action connects an idea to a change.
- Do not jump straight from a cause to a result; explain the decision and action in between.
- A paraphrase still needs SOURCE CREDIT, even though the words are new.
- More facts do not mean stronger research; every fact must help prove the answer.
- E2 must explain meaning and importance, not just repeat E1.

One mix-up I will watch for in my own writing

STUDENT WORKBOOK



CHANGE CHAIN CHALLENGE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 3)

Cut apart these 20 cards. Sort them into 5 sets and put each set in order: need or problem, idea or choice, action, change. Store all cards in your Pocket Practice.

Problem: Barons believed King John's power needed limits.	Idea: A ruler should also be subject to law.
Action: A written agreement was created.	Change: The idea of limiting government power continued influencing later systems.
Opportunity: Mali had valuable gold and access to trade routes.	Choice: Support trade, learning, and important cities.
Action: Protect routes and support institutions.	Change: Mali's reputation and influence expanded.

Self-Check (back of cards) (sheet 1 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Set A: Magna Carta: Card 2 of 4: the idea

Set A: Magna Carta: Card 1 of 4: the problem

Set A: Magna Carta: Card 4 of 4: the change

Set A: Magna Carta: Card 3 of 4: the action

Set B: Mansa Musa: Card 2 of 4: the choice

Set B: Mansa Musa: Card 1 of 4: the opportunity

Set B: Mansa Musa: Card 4 of 4: the change

Set B: Mansa Musa: Card 3 of 4: the action

STUDENT WORKBOOK



CHANGE CHAIN CHALLENGE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 3)

Cut apart these 20 cards. Sort them into 5 sets and put each set in order: need or problem, idea or choice, action, change. Store all cards in your Pocket Practice.

Problem/Choice: Remain independent or join the United States.	Action: Texas joined the United States in 1845.
Change: Political boundaries changed and tensions with Mexico increased.	Set C has only 3 links: problem/choice, action, change.
Need/Question: What could people learn from earlier civilizations?	Idea: Study Greek and Roman knowledge.
Action: Artists and scholars studied and reapplied old ideas.	Change: New learning, art, and questioning developed.

Self-Check (back of cards) (sheet 2 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Set C: Texas Annexation: Card 2 of 3: the action

Set C: Texas Annexation: Card 1 of 3: the problem/choice

Set C: Texas Annexation: Set C note: no separate idea card

Set C: Texas Annexation: Card 3 of 3: the change

Set D: Renaissance: Card 2 of 4: the idea

Set D: Renaissance: Card 1 of 4: the need

Set D: Renaissance: Card 4 of 4: the change

Set D: Renaissance: Card 3 of 4: the action

STUDENT WORKBOOK



CHANGE CHAIN CHALLENGE

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 3)

Cut apart these 20 cards. Sort them into 5 sets and put each set in order: need or problem, idea or choice, action, change. Store all cards in your Pocket Practice.

Need: Preserve or express community experiences.

Idea: Use music, art, or story.

Action: Artists perform and create.

Change: Cultural experiences remain available to later generations.

Self-Check (back of cards) (sheet 3 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Set E: Culture: Card 2 of 4: the idea

Set E: Culture: Card 1 of 4: the need

Set E: Culture: Card 4 of 4: the change

Set E: Culture: Card 3 of 4: the action

STUDENT WORKBOOK

 Day 2: Attempt



I play the Change Chain Challenge with sorting cards

Change Chain Challenge

Groups receive mixed cards. Create the correct chain for each set: need/problem, idea/choice, action, change.

Card set	Case study
Set A	Magna Carta
Set B	Mansa Musa
Set C	Texas annexation
Set D	Renaissance
Set E	Culture

Bonus question: Which chain includes both positive and negative consequences? Answer: Texas annexation is the clearest example; contact/colonization may also be used if supported.

Debrief

For each chain, identify the decision and action between the original condition and the result. Then explain which card supplies E1 and what E2 must explain.

One chain I ordered and what its E1 and E2 would be

STUDENT WORKBOOK

Day 3: Discuss + Use Again



I plan my R-E1-E2 sequence before I draft

The middle of a change story matters. Do not jump from problem directly to result. Researchers explain the decision and action in between.

Independent Body Paragraph 2

Required: the model R; one example involving government or leadership; a second example involving culture, economics, or citizenship; at least two sources; one direct quote; one paraphrase; multiple E2 sentences.

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

R-E1-E2 Planning Sequence

- Copy the model R exactly.
- Select and credit one government or leadership E1.
- Write several E2 sentences: What does it mean? Why does it matter? How does it prove the R?
- Select and credit a second E1 about culture, economics, or citizenship.
- Develop the second E2 and connect the examples.
- Verify that one E1 is a direct quotation and one is a paraphrase.

My planning notes

Independent Writing

Draft Body Paragraph 2 on your own. Use the planning sequence and ask yourself an E2 question, but do not skip the action between an idea and a change.

My Body Paragraph 2 draft

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

STUDENT WORKBOOK



Day 4: Award + Target



I star my strongest proof and find where I forgot why it mattered

Award + Target

Identify in your own paragraph: the best cause/effect explanation, the best use of a direct quote, the best E2, and the strongest cross-passage connection.

Target question: Where did I explain WHAT happened but forget WHY it mattered?

Revision Routine

- Underline the R.
- Box source credit and mark Q or P above each E1.
- Draw an arrow from each E1 to its E2.
- Star the sentence that best explains why the evidence matters.
- Revise the target area without changing accurate source meaning.

Partner Feedback

Feedback type	Sentence frame
Award	"Your strongest proof is ____ because ____."
Target	"I understand what happened. Add why it mattered to the R after ____."

The feedback I received and my revision plan

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach a complete change chain to a partner

Change Chain Conference

Pairs teach one historical example using these sentence starters:

- The challenge was...
- The idea or choice was...
- The action was...
- The immediate change was...
- The longer legacy may have been...

Conference Roles

Partner A teaches the chain and names the credited source evidence. Partner B listens for every link and asks, "What does this help prove?" Partners switch roles with a different example.

Final Share

Each pair shares one sentence explaining how an idea or decision produced an immediate change and a longer consequence. Listeners identify the action that connected the idea to the change.

The example I taught and the link my partner asked me to explain further

Low, Medium, and High Body-Paragraph Exemplars

Level	Body Paragraph 2
LOW	People make choices that change society. The Magna Carta was written. Texas joined the United States.
MEDIUM	Another way societies are shaped is through people's ideas and choices. The Magna Carta strengthened the idea that rulers should follow laws. This idea mattered because people continued discussing limits on government. Texas annexation also shows that a decision can change history because joining the United States changed political boundaries.
HIGH	Another way societies are shaped is through the ideas, choices, and actions of people. Passage 16 explains that the Magna Carta did not create modern democracy, but it strengthened the idea that a ruler should also follow laws. This matters because important ideas do not have to solve every problem immediately; later generations can continue developing them. The passage also explains that Texas annexation began as a choice about whether Texas should remain independent or join the United States. That decision eventually affected the relationship between the United States and Mexico and contributed to further conflict. These examples show that an idea or choice can begin in one moment but create effects far beyond the original decision.

LOW needs improvement: names events but does not use the assigned R, credit sources, include a quotation and paraphrase, or explain why the evidence matters.

MEDIUM needs improvement: begins explaining effects, but needs the exact model R, at least two credited sources, one direct quotation, one paraphrase, and a more developed second example.

One change I will make to strengthen my own paragraph

My Progress Tracker

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

- ☐ Gather relevant evidence about ideas, choices, and culture.
- ☐ Tell a quotation from a paraphrase and copying too closely.
- ☐ Give source credit for Q and P.
- ☐ Explain the action between an idea and a change.
- ☐ Write Body Paragraph 2 with R, E1, E2.
- ☐ Develop E2 to explain meaning, importance, and proof.

One research choice I am proud of, and one skill I will strengthen

Overarching Question, Answer

How can an idea or decision change a society? Ideas create change when people act on them, and the consequences of those actions may reach far beyond the original decision.



Write More

One Choice, Two Time Scales



Additional Writing Opportunity

Select one Passage 16 case. Write a short R-E1-E2 response that distinguishes the immediate change from the longer legacy.

Underline the R. Box the source credit. Circle Q or P above each piece of evidence.

Write Body Paragraph 2 using R-E1-E2.

My Plan

- Copy the model R exactly.
- Select and credit one government or leadership E1.
- Write several E2 sentences: What does it mean? Why does it matter? How does it prove the R?
- Select and credit a second E1 about culture, economics, or citizenship.
- Develop the second E2 and connect the examples.
- Verify that one E1 is a direct quotation and one is a paraphrase.

Two possible E1 sources I could use, one government or leadership and one culture, economics, or citizenship

The E1 I will use for my second example, and why it fits

My Response



Write your R-E1-E2 response below.

Draft, page 1

Keep this response in Pocket Practice.

Revise, Edit, and Share

Revise

- ☐ I identified the idea or choice and the action.
- ☐ I explained what changed immediately.
- ☐ I explained what later people received or continued.

Edit

- ☐ I use a capital letter for Magna Carta, Mansa Musa, and Texas.
- ☐ I use a period or another ending mark.
- ☐ My paraphrase is in new words with source credit.

One sentence I improved

Share

Read your response to a partner. Ask them to name the idea, the action, and the two time scales.

What my partner noticed

Quick Rubric

Use this rubric to check your own writing before you turn it in.

Part	I can show...	Check
R	I use the assigned R exactly.	
E1	I use relevant Q and P evidence from at least two credited sources.	
E2	I explain meaning, importance, and proof with multiple sentences.	
Change chain	I explain idea/choice, action, change, and longer consequence.	
Synthesis	I show what my two examples prove together.	

Enrichment

Using Passage 16, compare the original Texas annexation decision with consequences that reached beyond Texas. Separate immediate change from longer effects and explain why researchers study both.

Write Body Paragraph 2 using two case studies from Passage 16.

Low

People make choices that change society. The Magna Carta was written. Texas joined the United States.

What needs improvement: the response names events but does not use the assigned R, credit sources, include a quotation and paraphrase, or explain why the evidence matters.

Medium

Another way societies are shaped is through people's ideas and choices. The Magna Carta strengthened the idea that rulers should follow laws. This idea mattered because people continued discussing limits on government. Texas annexation also shows that a decision can change history because joining the United States changed political boundaries.

What needs improvement: the response begins explaining effects, but it needs the exact model R, at least two credited sources, one direct quotation, one paraphrase, and a more developed explanation of the second example.

My comparison of immediate change and longer effects

Study the High Sample

This is the target. Notice how every sentence has a job: naming the R, crediting the evidence, and explaining why it matters.

High

Another way societies are shaped is through the ideas, choices, and actions of people. Passage 16 explains that the Magna Carta did not create modern democracy, but it strengthened the idea that a ruler should also follow laws. This matters because important ideas do not have to solve every problem immediately; later generations can continue developing them. The passage also explains that Texas annexation began as a choice about whether Texas should remain independent or join the United States. That decision eventually affected the relationship between the United States and Mexico and contributed to further conflict. These examples show that an idea or choice can begin in one moment but create effects far beyond the original decision.

Why it works: the response states the model R exactly, credits two sources, includes a direct quotation and a paraphrase, and explains why each example matters.

High Sample R-E1-E2 Key

Part	Evidence from the High sample	Why it works
R	Another way societies are shaped is through the ideas, choices, and actions of people.	States the model R exactly.
E1 (Q)	Passage 16 explains that the Magna Carta did not create modern democracy, but it strengthened the idea that a ruler should also follow laws.	Credits the source and marks it as evidence.
E2	This matters because important ideas do not have to solve every problem immediately; later generations can continue developing them.	Explains meaning and importance.
E1 (P)	The passage also explains that Texas annexation began as a choice about whether Texas should remain independent or join the United States.	Restates the source idea in new words with credit.
E2	That decision eventually affected the relationship between the United States and Mexico and contributed to further conflict.	Explains the consequence and proof.

One E2 sentence in my own paragraph I want to make stronger



Look Back & Look Forward

My Research Choices



My Progress Tracker

I can...	Not yet	Growing	Got it
Gather relevant evidence about ideas, choices, and culture.	☐	☐	☐
Tell a quotation from a paraphrase and copying too closely.	☐	☐	☐
Give source credit for Q and P.	☐	☐	☐
Explain the action between an idea and a change.	☐	☐	☐
Write Body Paragraph 2 with R, E1, E2.	☐	☐	☐
Develop E2 to explain meaning, importance, and proof.	☐	☐	☐

What went well

One part of my research I did well

What I will strengthen next

One skill I will strengthen

Essential Question Answered

How can an idea or decision change a society?

The answer

Ideas create change when people act on them, and the consequences of those actions may reach far beyond the original decision.

How My Thinking Changed

What I thought about ideas and change before this module

What I think about ideas and change now

One More Case Study

Passage 16 studied seven cases. Choose one you have not written about yet.

One more case study and its change chain

One Choice, Two Time Scales

Select one Passage 16 case. Write a short R-E1-E2 response that distinguishes the immediate change from the longer legacy.

- identify the idea or choice and the action
- include one credited quotation or paraphrase
- explain what changed immediately
- explain what later people received or continued
- end by answering, "What does this help me prove?"

My challenge response

Draw the Chain

Draw and label the need/problem, idea/choice, action, and change for the case you chose.

At-Home Connection

Choose one Passage 16 example your child studied. Orally place it in this sequence: what existed, the idea or choice, the action, and the change.

What Idea Changed Something?

Choose one Passage 16 example your child studied. Orally place it in this sequence: what existed, the idea or choice, the action, and the change. Ask what idea did, what action followed it, and what changed. Ask them: what idea did, what action followed it, and what changed?

Family member signature: _____

Hear the Exact Words

Have your child read one sentence from Passage 16. First repeat the exact words as a quotation. Then restate the same idea in new words as a paraphrase. Talk about why both need source credit. Ask them: how is a paraphrase different from copying?

Family member signature: _____

One Question to Ask at Home

Ask: what idea or choice did you study, what action followed it, and what changed? Talk about a decision your family made and what happened because of it. Ask them: what did our family decide, and what changed because of it?

Family member signature: _____

What idea or choice did you study, what action followed it, and what changed?

Notes

My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 8 - Module 3

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



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

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



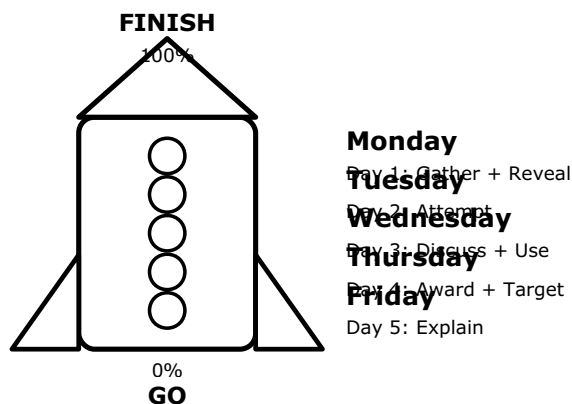
Why This Matters to Me

Module 3 develops the LEGACY & EVIDENCE lens. I compare different kinds of sources, evaluate each source's power and limit, corroborate conclusions, distinguish quotation from paraphrase, and credit sources. Using "The Evidence Room: What Did They Leave Behind?" as an evidence bank, I complete SOURCE DETECTIVE, independently draft Body Paragraph 3 using R-E1-E2, revise through Award and Target, and teach a Mini Museum explanation. The BIG Goal is to compare and credit different kinds of evidence to prove what people valued, what changed, and what later generations inherited.

Essential Question

How can researchers decide what a society left behind?

My Research Progress Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my rocket rise from GO to FINISH!

My First Thinking

I Can

- I can compare and weigh different kinds of evidence to decide what each can prove.
- I can identify and gather relevant information from a variety of sources, and identify primary and secondary sources.
- I can explain a source's power and its limit and corroborate it with another source.
- I can recognize the difference between a direct quotation, a paraphrase, and plagiarism, and give source credit for both quotations and paraphrases.
- I can write Body Paragraph 3 using R-E1-E2 and two source types.

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Every source has a power, what it can tell us, and a limit, what it cannot tell us alone. Researchers corroborate a source by comparing another source. Q is a direct quotation, P is a paraphrase, and C is copying too closely; both Q and P require source credit.	Passage 1, "The Evidence Room: What Did They Leave Behind?", a simulated museum and archive collection with six exhibits: Caddo Pottery, The Magna Carta, Across the Sahara, The School of Athens, Texas Voices, and Four Texas Regions.	A SOURCE DETECTIVE explanation with a strongest source, its power, its limitation, and a corroborating source, and an independent Body Paragraph 3 using R-E1-E2 with two source types.

Where We Are Going

I will move from asking which single source tells history best, to comparing the power and limit of six exhibits in an evidence bank, to independently writing Body Paragraph 3 about legacy using R-E1-E2, two source types, and a limitation or perspective sentence, then teach my evidence in a Mini Museum.

I'll Know I've Got It When...

- ☐ 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.
- ☐ My E2 explains what the evidence means, why it matters, and how it proves the R.

Check Myself

- ☐ My R is the assigned R exactly: societies are also shaped by the changes, culture, and legacies that remain after people act.
- ☐ I used a direct quotation or paraphrase with source credit from two source types.
- ☐ I explained a source's power and its limit.
- ☐ My E2 explains what the evidence proves.
- ☐ I corroborated with a second source.
- ☐ I recognized that a legacy continues shaping what later people understand, value, question, or create.
- ☐ My paragraph connects back to the thesis (central idea).

How I Will Show What I Know

I will show what I know with a SOURCE DETECTIVE explanation naming a strongest source, power, limitation, and corroboration on Day 2, a complete independent Body Paragraph 3 with R, two source types, E2, and a thesis (central idea) connection on Day

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.13A:

I can gather relevant information from a variety of sources and identify primary and secondary sources.

4.13B:

I can recognize the difference between paraphrasing and plagiarism when using source materials.

Call and Response

Read this together as a class before we start.

Teacher asks: "What can this source help you understand, and what can it not tell you alone?"

Class answers: "Every source has a power and a limit. Compare it with another source!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a thesis (central idea) names the central idea and reasons. I can retell or paraphrase a source, name a source, and explain a sentence with because or this means.

A connection I can make

Remember It!

- ☐ A thesis (central idea) names the paper's central idea and reasons.
- ☐ Evidence comes from the source with credit.
- ☐ E2 explains meaning, importance, and proof.

One idea I remember

Ready Check

- ☐ I can identify a main idea and relevant detail.
- ☐ I can retell or paraphrase a source without changing its meaning.
- ☐ I can explain a sentence with because or this means.

Watch Out! Common Mix-Up

Watch out! A source is not strong merely because it contains a word from the thesis (central idea). Old does not automatically mean legacy; a legacy continues shaping what later people understand, value, question, or create. A paraphrase still needs source credit, and copying too closely is not acceptable evidence use.

Where This Fits in My Writing

I independently write Body Paragraph 3 with the assigned R, evidence about culture and legacy from two different source types, source credit for every Q or P, a limitation or perspective sentence, and a connection back to the thesis (central idea).

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread Passage 1, “The Evidence Room: What Did They Leave Behind?” as often as you want.

Part 1: Prompt Analysis

Read the prompt. Name the R (the reason the paragraph must prove). Identify the source type you will need.

How can researchers decide what a society left behind?

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Every source has a power, what it can tell us.
_____	Every source also has a limit, what it cannot tell us alone.
_____	Researchers corroborate a source by comparing it with another source.
_____	One source rarely tells the whole story.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Societies are also shaped by the changes, culture, and legacies that remain after people act. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



These words help us talk about evidence, sources, and legacy. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
old	ohld	from a time long ago	The source is old, but ____.
last	last	to remain over time	This change lasted because ____.
tell	tel	to give information	This source can tell us ____.
show	shoh	to make an idea clear	The map may show ____.
compare	kum-PAIR	to notice how things are alike and different	I compare ____ with ____.
choose	chooz	to select from options	I choose this source because ____.
strong	strawng	well supported or useful	This is strong evidence because ____.
limit	LIM-it	what something cannot do alone	One limit is ____.
change	chaynj	to become different	The evidence shows a change in ____.
remain	rih-MAYN	to continue to exist	What remained was ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you compare sources, credit evidence, and write research. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
research	REE-surch	investigation that uses information to prove an answer	My research helps prove ____.
evidence	EV-ih-dens	information used as proof	This evidence proves ____.
quotation	kwoh-TAY-shun	exact source words in quotation marks with attribution	My quotation from the source is ____.
paraphrase	PAIR-uh-frayz	a source idea restated in new words and structure with credit	My paraphrase explains ____.
source	sors	where information comes from	I credit the source by ____.
geography	jee-OG-ruh-fee	landforms, water, climate, plants, animals, and resources	Geography created the possibility of ____.
resource	REE-sors	something useful people can use	The resource supported ____.
climate	KLY-mit	the usual weather conditions of a place	Climate affected ____.
scarcity	SKAIR-suh-tee	a condition in which something needed is limited	Scarcity required people to ____.
trade	trayd	the exchange of goods between people or places	Trade connected ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from “The Evidence Room: What Did They Leave Behind?” and from the research and history it explores.

Word	Say it	What it means	Sentence frame
legacy	LEG-uh-see	something from the past that continues to shape later people	One legacy was ____.
corroborate	kuh-ROB-uh-rayt	compare another source to see whether it supports a conclusion	I corroborate this with ____.
artifact	AR-tuh-fakt	an object studied as evidence about people and the past	The artifact may show ____.
attribution	at-ruh-BYOO-shun	words that identify the source of evidence	My attribution names ____.
perspective	pur-SPEK-tiv	a particular point of view or experience	This source cannot show every perspective because ____.
craftsmanship	KRAFTS-muhn-ship	skill used to make something well	The pottery reveals craftsmanship through ____.
archaeological	ar-kee-uh-LOJ-ih-kuhl	connected to studying the past through material remains	Archaeological findings could add ____.
reproduction	ree-pruh-DUK-shun	a copy made to represent an original work	The reproduction shows ____.
Renaissance	REN-uh-sahns	a period when European artists and thinkers renewed interest in ancient learning	Renaissance artwork valued ____.
historian	his-TOR-ee-un	a researcher who studies and explains the past using evidence	A historian compares ____.

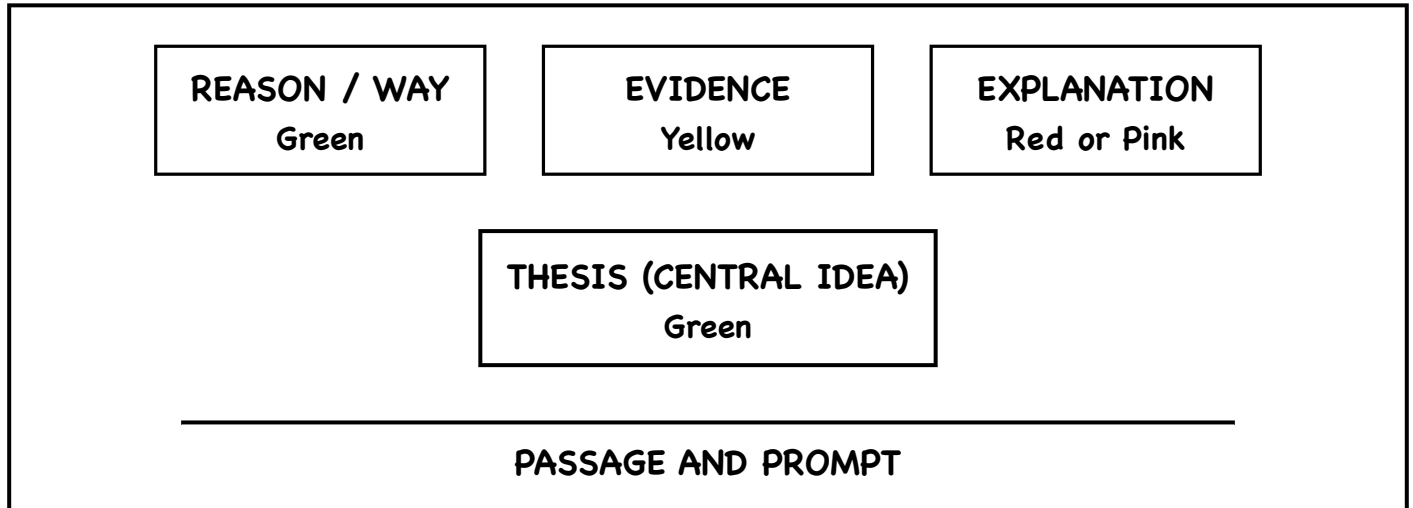
Use one Tier 3 word in a sentence



The Growing Tree



My ideas grow from the passage and prompt. The tree shows how a strong response grows.



Nothing grows until the ground is ready.

Power, Limit, and Corroboration

Mark	What it means	
POWER	What can this source tell us?	The Magna Carta shows people questioning a ruler's power.
LIMIT	What can this source not tell us alone?	It does not explain how every person in England experienced its effects.
CORROBORATE	What other source could confirm this pattern?	What We Carry Forward, on legacy passing between generations.
PROVE	What do the sources help prove together?	A legacy is something from the past that keeps shaping later people.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

Mark and Meaning

Mark	Meaning	Model
Q	Direct quotation with source credit	The Evidence Room says, "Researchers build stronger explanations when they connect the pieces."
P	Paraphrase with source credit	The Evidence Room explains that a pottery bowl can reveal culture but cannot explain everything about a community.
E2	Researcher's own explanation	This proves that one source rarely tells the whole story and researchers must compare sources.

Every source has a power, what it can tell us, and a limit, what it cannot tell us alone. Researchers corroborate a conclusion by comparing another source. Q is a direct quotation, P is a paraphrase, and C is copying too closely; both Q and P require source credit.

How I Say the Standard!

4.13A:

I can gather relevant information from a variety of sources and identify primary and secondary sources.

4.13B:

I can recognize the difference between paraphrasing and plagiarism when using source materials.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for the Magna Carta, Caddo, Texas, and Sahara.
- ☐ I use a period or another ending mark.

One research decision I want to practice

The Five Thinking Levels

Read from the bottom up. Each level names the kind of research thinking the student uses.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 (Foundational)	○		Names an object or repeats one source detail.	
Level 2 (Emergent)	◻		Identifies what a source can tell without explaining its limit.	
Level 3 (Visible)	▽		Connects a relevant Q or P to the assigned R with source credit.	
Level 4 (Independent)	△		Compares two source types, explains a limitation, and develops E2.	
Level 5 (Reflective)	◊		Corroborates evidence and explains what later generations inherited.	

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to reach this week

The Five Thinking Levels

These same levels apply when the prompt asks HOW. Each level names the depth of research thinking.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 (Foundational)	○		Names an object or repeats one source detail.	
Level 2 (Emergent)	◻		Identifies what a source can tell without explaining its limit.	
Level 3 (Visible)	▽		Connects a relevant Q or P to the assigned R with source credit.	
Level 4 (Independent)	△		Compares two source types, explains a limitation, and develops E2.	
Level 5 (Reflective)	◊		Corroborates evidence and explains what later generations inherited.	

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	How can researchers decide what a society left behind?
HOW	Analyze how parts work together or how something happens.	Why does a source not become strong merely because it repeats a thesis (central idea) word?

Every source has a POWER, what it can tell us, and a LIMIT, what it cannot tell us alone. Researchers CORROBORATE a conclusion by comparing another source. Q is a direct quotation, P is a paraphrase, and C is copying too closely; both Q and P require source credit.

A research move I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Historians cannot travel back in time. Instead, they study evidence such as artifacts, maps, documents, artwork, photographs, music, letters, buildings, and written accounts. Each piece of evidence can reveal something about the past, but one source rarely tells the whole story. As you read, ask what each source can tell you, what it cannot tell you alone, and which second source could corroborate it.

Background I Need

The Evidence Room is a simulated museum and archive collection created for classroom research practice. Its six exhibits, Caddo Pottery, The Magna Carta, Across the Sahara, The School of Athens, Texas Voices, and Four Texas Regions, each pair What This Evidence May Show with What It Cannot Tell Us Alone. This design teaches disciplinary caution: artifacts, maps, documents, artwork, music, and geographic maps have different

The Evidence Room: What Did They Leave Behind?, Part 1

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 2

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 3

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 4

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 5

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 6

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 7

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 8

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite 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?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Evidence Room: What Did They Leave Behind?, Part 9

Read this research source at Very High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful exhibit and read closely for evidence that earns a place in your paragraph. The numbers are paragraph numbers; use them to cite evidence.

[77]Curator's Challenge: **[78]** You have examined an artifact, a historical document, a trade map, a painting, a cultural program, and 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. **[79]** Claim C: 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Evidence Room: What Did They Leave Behind?, Part 1

For each exhibit, identify the source type, mark evidence Q or P with source credit, name the source's power (what it may show) and its limit (what it cannot tell us alone), and note a possible corroborating source.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Use the TRACKS pattern to annotate. T is Time, R is Reactions, A is Actions, C is Character/Concept/Creature, K is Key Knowledge, S is Scenery/Setting. Mark evidence Q for a direct quotation or P for a paraphrase, and record the source and exhibit for credit.

One power and one limit I found for an exhibit

Annotate: The Evidence Room: What Did They Leave Behind?, Part 2

For each exhibit, identify the source type, mark evidence Q or P with source credit, name the source's power (what it may show) and its limit (what it cannot tell us alone), and note a possible corroborating source.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Why does a source not become strong merely because it repeats a thesis (central idea) word?

My thinking

My Prompt Marking Notes

The prompt gives me a research task. I identify the R, choose my evidence, decide Q or P, write source credit, and explain with E2.

Shape	Word	Question I ask myself
R	Name the reason the paragraph proves.	
E1 (Q or P)	Choose a direct quotation or paraphrase and name the source and exhibit.	
E2	Explain meaning, importance, and how it proves the R.	
Corroboration	Use a second source type that agrees with the pattern.	

Mark the R. Identify the source type. Label the evidence Q or P. Write source credit. Explain meaning, importance, and proof with E2.

How can researchers decide what a society left behind?

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



Which source tells history best?

1. Gather: Six Kinds of Evidence

Look at a map, a song title, a photograph, a law, an artifact, and a painting. Which one tells history best? The answer is not one of them. Each source can tell us something different.

My first thinking about which source tells history best

2. Reveal: Power and Limit

Every source has a **POWER**, what it can tell us, and a **LIMIT**, what it cannot tell us alone. Caddo pottery may reveal skill, art, trade, and community life, but one bowl cannot explain every part of Caddo culture. Researchers **CORROBORATE** by comparing another source; researchers become more confident when different sources support the same conclusion.

A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER. Before you include evidence, ask: What does this help me prove?

The power and the limit of the Caddo pottery example

3. Q, P, C, and Source Credit

Mark	Meaning	Rule
Q	Direct quotation	Exact words from a source, with quotation marks and attribution.
P	Paraphrase	The same source idea in new words and a new sentence structure, with source credit.
C	Copying too closely	Source wording or structure changed only a little; not acceptable.

Both Q and P require SOURCE CREDIT.

4. Combine Evidence Into a Conclusion

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. Researchers build stronger explanations when they connect the pieces.

1. Power: What might the Caddo pottery bowl reveal?

2. Limit: What can it not explain alone?

3. Corroboration: What additional evidence does the exhibit say researchers need?

STUDENT WORKBOOK



SOURCE DETECTIVE: What Can It Prove?

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 4)

Draw a Claim Card. Draw three Source Cards. Select the strongest source. Explain what it proves. Explain one limitation. Earn 1 point for strong evidence, 1 point for explanation, 1 point for a source limitation, and a bonus point for a corroborating source.

POWER	LIMIT
CORROBORATE	Q (Direct Quotation)
P (Paraphrase)	C (Copying Too Closely)
Geography influences how people live and work.	Connections between societies can create change.

Self-Check (back of cards) (sheet 1 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Other answers may receive credit when you justify them accurately.

LIMIT what a source cannot tell us alone	POWER what a source can tell us
Q (Direct Quotation) exact words with quotation marks and attribution	CORROBORATE compare another source
C (Copying Too Closely) wording or structure changed only a little; not acceptable	P (Paraphrase) the same idea in new words and a new sentence structure, with source credit
Claim B	Claim A

STUDENT WORKBOOK



SOURCE DETECTIVE: What Can It Prove?

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 4)

Draw a Claim Card. Draw three Source Cards. Select the strongest source. Explain what it proves. Explain one limitation. Earn 1 point for strong evidence, 1 point for explanation, 1 point for a source limitation, and a bonus point for a corroborating source.

Ideas can influence people long after they begin.

Culture can be preserved through art and music.

Leadership affects how opportunities are used.

One choice can create both benefits and problems.

Texas regions map

Caddo pottery

Sahara trade map

Magna Carta

Self-Check (back of cards) (sheet 2 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Other answers may receive credit when you justify them accurately.

Claim D	Claim C
Claim F	Claim E
Source Card	Source Card
Source Card	Source Card

STUDENT WORKBOOK



SOURCE DETECTIVE: What Can It Prove?

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 4)

Draw a Claim Card. Draw three Source Cards. Select the strongest source. Explain what it proves. Explain one limitation. Earn 1 point for strong evidence, 1 point for explanation, 1 point for a source limitation, and a bonus point for a corroborating source.

School of Athens

Texas concert program

Passage 15

Passage 16

The Roads Between Us

What We Carry Forward

A Lone Star Choice

The Wealth of Mansa Musa

Self-Check (back of cards) (sheet 3 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Other answers may receive credit when you justify them accurately.

Source Card	Source Card
Source Card	Source Card
Source Card	Source Card
Source Card	Source Card

STUDENT WORKBOOK



SOURCE DETECTIVE: What Can It Prove?

Day 2: Attempt

✂ Cut out these cards (sheet 4 of 4)

Draw a Claim Card. Draw three Source Cards. Select the strongest source. Explain what it proves. Explain one limitation. Earn 1 point for strong evidence, 1 point for explanation, 1 point for a source limitation, and a bonus point for a corroborating source.

The pottery cannot explain every part of Caddo culture.

The map does not show every person who traveled the routes.

One painting cannot explain everything people believed during the Renaissance.

A concert program cannot fully explain what every listener thought.

Caddo communities used natural resources to support daily life.

The document provides evidence that people were questioning a ruler's power.

Self-Check (back of cards) (sheet 4 of 4)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Other answers may receive credit when you justify them accurately.

Limit	Limit
Limit	Limit
Power	Power

STUDENT WORKBOOK

 **Day 2: Attempt**

SOURCE DETECTIVE: What Can It Prove?



Draw a Claim Card. Draw three Source Cards. Select the strongest source. Explain what it proves. Explain one limitation. Earn a bonus point for a corroborating source.

Claim Card	Wording
A	Geography influences how people live and work.
B	Connections between societies can create change.
C	Ideas can influence people long after they begin.
D	Culture can be preserved through art and music.

Source Cards
Texas regions map
Caddo pottery
Sahara trade map
Magna Carta
School of Athens
Texas concert program

 This source proves ____ because ____.

My claim, my strongest source, and what it proves

One limitation of my source, and a corroborating source I would add

STUDENT WORKBOOK



Day 3: Discuss + Use



Discussion and independent Body Paragraph 3

1. Discuss: Why Isn't a Word Enough?

Why is a source not strong just because it contains a word from your thesis (central idea)? Old does not automatically mean legacy. A legacy continues shaping what later people understand, value, question, or create.

My answer: why a source is not strong just because it repeats a thesis (central idea) word

2. Use: Write Body Paragraph 3, Independently

Assigned R: Societies are also shaped by the changes, culture, and legacies that remain after people act. Requirements: the R, evidence about culture or legacy, evidence from a second source type, a source limitation or perspective sentence, an explanation of what remained or changed, and a connection to the thesis (central idea).

Step	Job	Sentence Frame
R	Write the assigned R exactly.	Societies are also shaped by the changes, culture, and legacies that remain after people act.
E1	Select and credit evidence about culture or legacy.	The Evidence Room explains that ____.
E2	What does it mean, why does it matter, how does it prove the R?	This matters because ____.
Second E1	Select and credit evidence from a second source type.	A second source, ____, shows ____.
Limitation	Name what the source cannot tell alone.	This source cannot tell us ____ alone.
Link	Connect back to the thesis (central idea).	Together, this evidence proves ____.

My Body Paragraph 3 draft

3. Planning My Paragraph

Plan Step	My Notes
R: the assigned reason	
Source 1: type and title	
E1: Q or P with source credit	
E2: meaning, importance, proof	
Source 2: a different type	
Limitation or perspective	
What remained or changed	
Link: return to the thesis (central idea)	

A linking sentence that reconnects the paragraph to the thesis (central idea)

STUDENT WORKBOOK



Day 4: Award + Target

Naming my strongest research moves and my target



1. Award

Award the strongest source match, the best corroboration, the strongest limitation statement, and the strongest legacy explanation. Point to the exact sentence earning each award and explain why it is accurate, relevant, and connected to the assigned R.

My strongest source match is:

My best corroboration is:

My strongest limitation statement is:

2. Target

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

Revision Routine	Done
1. Underline the assigned R.	
2. Box each source credit and mark Q or P.	
3. Label the two source types.	
4. Star the source limitation or perspective sentence.	
5. Draw an arrow from each E1 to its E2.	
6. Revise the target area independently.	

My revised target sentence

STUDENT WORKBOOK

Day 5: Explain + Educate

Mini Museum

Display one evidence object or card. Teach your partner using all five frames. Listeners identify the source type, listen for both power and limit, and decide whether the second source truly corroborates the explanation.

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

Ask one follow-up question from Think Like a Historian: What is this source?
? What does it tell me? What does it NOT tell me? What other source could I use?

One question my listener asked, and how I answered

Listener Feedback

Listen carefully. Identify the source type, listen for power and limit, and decide whether the second source truly corroborates the explanation.

The source type I heard:

The power and limit my partner explained:

My follow-up question:

Module Exit Ticket

Complete each item on your own.

1. Name one exhibit's power and its limit.

2. Mark one piece of evidence Q or P, and write its source credit.

3. Name a source that could corroborate it.

4. Write one E2 sentence explaining why the evidence matters.

5. Answer: How can researchers decide what a society left behind?

⬢ A legacy is not simply something old. A legacy is something from the past that continues to shape what later people understand, value, question, or create.

My answer to the module question

My Research Portfolio

Place the revised paragraph, source notes, corroboration, and exit ticket in the research portfolio. Research is a cycle: explaining what we know creates the next question.

The module question was: How can researchers decide what a society left behind?

My answer now:

One new curiosity my research created:

The source I would use to investigate that curiosity:

? Strong researchers do not gather the most facts. They select the facts with the strongest jobs, and they compare more than one source.

One thing I learned about research this week that I will carry forward



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write Body Paragraph 3 using the assigned R: Societies are also shaped by the changes, culture, and legacies that remain after people act.

Mark the R. Identify the source type. Label the evidence Q or P. Write source credit. Explain meaning, importance, and proof with E2.

Write Body Paragraph 3 using the assigned R: Societies are also shaped by the changes, culture, and legacies that remain after people act. Include evidence about culture or legacy from two source types, a source limitation or perspective sentence, and a connection to the thesis (central idea).

My Plan

- Step 1, R: Write the assigned R exactly.
- Step 2, E1: Select and credit evidence about culture or legacy (Q or P).
- Step 3, E2: Explain what the evidence means, why it matters, and how it proves the R.
- Step 4, Second Source: Select and credit E1 from a second source type.
- Step 5, Limitation: Add a source limitation or perspective sentence.
- Step 6, Link: Explain what remained or changed and connect the paragraph to the thesis (central idea).

Two possible reasons from the passage

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Begin with the assigned R. Use one direct quotation or paraphrase with source credit from a first source type. Write E2 explaining meaning, importance, and proof. Use a second source type and credit it. Add a source limitation or perspective sentence. Close with a linking sentence back to the thesis (central idea).

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My R is the assigned R exactly.
- ☐ I used a Q or P with source credit from two source types.
- ☐ My E2 explains meaning, importance, and proof.
- ☐ I named a source limitation or perspective.
- ☐ I explained what remained or changed.
- ☐ My linking sentence returns to the thesis (central idea).
- ☐ I did not treat one source as if it tells the whole story.
- ☐ My evidence is relevant to the reason, not just interesting.

Edit

- ☐ Complete sentences.
- ☐ Capital letters for proper nouns.
- ☐ Quotation marks around direct quotations.
- ☐ Source credit after borrowed information.
- ☐ Clear connecting words.
- ☐ Subject-verb agreement.
- ☐ Correct spelling of source titles and names.
- ☐ Punctuation at the end of every sentence.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
R and focus	I use the assigned R exactly.	
Evidence and source use	I use evidence about culture or legacy and evidence from a second source type.	
Source judgment and E2	I name a source limitation or perspective, and my E2 explains meaning, importance, and proof.	
Corroboration and clarity	I corroborate with a second source and connect back to the thesis (central idea).	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Write Body Paragraph 3 using the assigned R: Societies are also shaped by the changes, culture, and legacies that remain after people act.

Low

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

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

Medium

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

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

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

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

Why it works: the response uses the assigned R exactly, credits evidence from two source types, states a limitation for the concert program, explains what remained or changed for the Magna Carta idea, and connects both examples back to a clear definition of legacy.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
--------	-------------------------------	--------------

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can explain a source's power and its limit.	☐	☐	☐
I can decide whether evidence is a direct quotation or a paraphrase.	☐	☐	☐
I can corroborate a pattern with a second source.	☐	☐	☐
I can write E2 that explains meaning, importance, and proof.	☐	☐	☐
I can recognize that a legacy is more than something old.	☐	☐	☐

What Went Well

One thing I am proud of as a researcher:

My Next Step

One thing I want to get better at:

Essential Question Answered

How can researchers decide what a society left behind?

The answer

Researchers compare different kinds of sources, such as artifacts, maps, documents, artwork, and music, to judge what a society left behind, because one source rarely tells the whole story. Each source has a power, what it can tell us, and a limit, what it cannot tell us alone. A pottery bowl can reveal culture, a map can reveal connection, a document can preserve an idea, a painting can reveal what people valued, and a song can carry a community's voice. Researchers build stronger explanations when they connect the pieces and corroborate one source with another. A legacy is not simply something old; a legacy is something from the past that continues to shape what later people understand, value, question, or create.

My Final Thinking (in my own words)

How My Thinking Changed

At the start of the week, I thought:

Now I know:

Try It Another Way

Choose a different exhibit from the Evidence Room. Name its power, its limit, and a source that could corroborate it. Explain what the two sources help prove together.

My new research case

Transfer Challenge

How can researchers decide what a society left behind? Use one new exhibit or source not used in your independent Body Paragraph 3. Include one E1, at least two E2 sentences, source credit, and one source limitation or perspective.

- Draw a full tree in the box below.
- Trunk: write the thesis (central idea).
- Branch 1: write a reason or way.
- Branch 2: write the evidence from the passage.
- Branch 3: write the explanation.
- Leaves: write the significance, why this matters to a reader today.
- Present your tree to the class in one minute or less. Read it from the trunk up.
- Find one branch a classmate built differently from yours, and tell why theirs also works.

My transfer response:

My Tree Builder Challenge

Draw your whole tree in the box below. Label the trunk, the three branches, and the leaves.

At-Home Connection

Take these tasks home. Each one takes a few minutes and ends with a conversation.

Two Pieces of Evidence

Choose two items connected to the same family event. For each one, complete: This source is..., it can help us understand..., and it cannot tell us....

Ask: What do the two sources help show together?

Family member signature: _____

Quote or Paraphrase

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

Ask: Why does a paraphrase still need source credit after the wording changes?

Family member signature: _____

What Can This Source Prove?

Choose one family photograph or object. Ask what it can help you understand and what it cannot tell you alone.

Ask: What second source would corroborate it?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 8 - Module 4

SYNTHESIS: What Shapes Our World?



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

SYNTHESIS: What Shapes Our World?



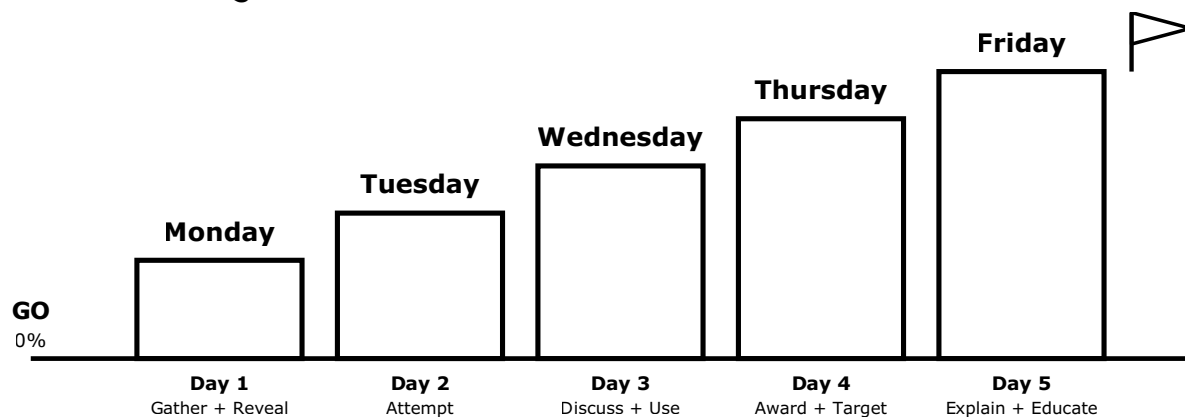
Why This Matters to Me

Module 4 is my synthesis capstone. I return to my three body paragraphs, build a SET introduction, add an R1-R2-R3 conclusion, and assemble a complete five-paragraph research paper. Using The Change Atlas evidence bank organized around PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE, I decide what a month of evidence means together, revise across my paragraphs, edit carefully, and publish my research in the What Shapes Our World? Research Museum.

Essential Question

How can we turn a month of research into one clear, well-supported answer?

My Research Progress Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

- 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 can revise across paragraphs for clarity and edit for correctness.

I Will

- 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 facts.
- I will revise, edit, publish, and explain what my evidence proves.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Synthesize a month of research into one clear, well-supported answer. Select only evidence that helps prove the thesis (central idea), mark it Q or P, and give source credit.	The Change Atlas, an evidence bank organized around five forces: PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE, with case files on Texas regions, the kingdom of Mali, Caddo trade, the Magna Carta, and Texas performers.	A complete five-paragraph research paper with a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion, revised, edited, published, and explained in the What Shapes Our World? Research Museum.

Where We Are Going

I will move from three separate body paragraphs, to building a SET introduction and an R1-R2-R3 conclusion, to assembling a complete five-paragraph research paper with at least four approved sources, direct quotations, paraphrased evidence, source credit, and cross-source synthesis, then revise, edit, publish, and teach my research in a museum exhibit.

I'll Know I've Got It When...

- ☐ My paper answers how 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.

Check Myself

- ☐ My paper has a SET introduction, three body paragraphs, and an R1-R2-R3 conclusion.
- ☐ I used at least four approved sources.
- ☐ I used at least two direct quotations and at least four paraphrased evidence statements.
- ☐ I gave source credit for every Q and every P.
- ☐ I explained cross-source relationships instead of stacking facts.
- ☐ I revised across paragraphs and edited the complete paper.
- ☐ I completed a works cited/source record.

How I Will Show What I Know

I will show what I know with a complete SET introduction and R1-R2-R3 conclusion on Day 1, the Human Research Paper organization game on Day 2, an independently

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.11B:

I can develop drafts into a focused, structured, and coherent piece of writing organized with a purposeful introduction, transitions, and a conclusion.

4.11C:

I can recognize the difference between paraphrasing and plagiarism when using source materials.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does this evidence help you prove?"

Class answers: "Every fact must earn a place. A report collects information; a research paper uses information to prove an answer!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to write a body paragraph using R-E1-E2, mark evidence Q or P, and give source credit.

A connection I can make

Remember It!

- ☐ A thesis (central idea) names the paper's central idea and reasons.
- ☐ Evidence comes from the source with credit.
- ☐ E2 explains meaning, importance, and proof.

One idea I remember

Ready Check

- ☐ I can write a body paragraph using R-E1-E2.
- ☐ I can mark evidence Q or P and give source credit.
- ☐ I can explain a sentence with because or this means.

Watch Out! Common Mix-Up

Watch out! A paper is not finished when five paragraphs are placed together; read across paragraph boundaries and add, delete, combine, or rearrange for coherence and clarity. An interesting fact does not automatically belong; ask, "What does this help me prove?" A paraphrase still needs source credit.

Where This Fits in My Writing

I independently assemble a complete five-paragraph research paper with a SET introduction, three R-E1-E2 body paragraphs using at least four approved sources, at least two direct quotations, at least four paraphrased evidence statements, source credit, cross-source synthesis, and an R1-R2-R3 conclusion.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the Change Atlas passage in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Name the R (the reason the paragraph must prove). Identify the evidence you will need.

Explain how places, people, and ideas work together to shape societies and leave a legacy.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	People, places, and ideas shape societies because geography creates possibilities and challenges.
_____	One way societies are shaped is by geography and resources.
_____	Another way societies are shaped is through ideas and human decisions.
_____	Every generation inherits a world shaped by earlier choices.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Societies are also shaped by the legacies people preserve. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



These words help us talk about places, people, and ideas. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
place	plays	where something is located	This place is ____.
people	PEE-puhl	human beings in a community or society	The people who ____.
idea	eye-DEE-uh	a thought or belief	One idea was ____.
choice	chois	a decision between possibilities	The choice was to ____.
change	chaynj	something becoming different	The change was ____.
past	past	a time that has already happened	In the past, ____.
work	wurk	an activity or job people do	Their work was ____.
land	land	the ground and its physical features	The land had ____.
need	need	something necessary	One need was ____.
last	last	to continue over time	This idea lasted because ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you research and write your paper. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
research	REE-surch	careful study using questions and sources	My research helps prove ____.
evidence	EV-ih-dens	information used to prove an answer	This evidence proves ____.
quotation	kwoh-TAY-shun	a source's exact words in quotation marks	My quotation from the source is ____.
paraphrase	PAIR-uh-frayz	a source idea restated in new words and structure	My paraphrase explains ____.
source	sors	a place where research information comes from	I credit the source by ____.
geography	jee-OG-ruh-fee	the study of places and how people relate to them	Geography created the possibility of ____.
resource	REE-sors	something people have, need, or value	The resource supported ____.
climate	KLY-mit	the usual weather pattern of a place	Climate affected ____.
scarcity	SKAIR-suh-tee	a condition in which there is not enough of something	Scarcity required people to ____.
trade	trayd	exchanging goods, resources, or services	Trade connected ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from The Change Atlas and the research and history it explores.

Word	Say it	What it means	Sentence frame
synthesis	SIN-thuh-sis	combining information to form a supported conclusion	My synthesis shows ____.
thesis (central idea)	THEE-sis	the exact answer a research paper proves	My thesis (central idea) is ____.
attribution	at-ruh-BYOO-shun	naming the source of words or ideas	My attribution names ____.
bibliography	bib-lee-OG-ruh-fee	a list of sources used in research	My bibliography lists ____.
corroborate	kuh-ROB-uh-rayt	compare another source to strengthen or check evidence	I corroborate this with ____.
legacy	LEG-uh-see	a lasting change later generations inherit	One legacy was ____.
generation	jen-uh-RAY-shun	people born and living around the same time	One generation later, ____.
vegetation	vej-uh-TAY-shun	plants that grow in a place	The vegetation there ____.
Runnymede	RUN-ee-meed	the place in England connected with the Magna Carta in 1215	At Runnymede, ____.
Tejano	tay-HAH-noh	a Texas cultural tradition connected with Mexican American life	Tejano music shows ____.

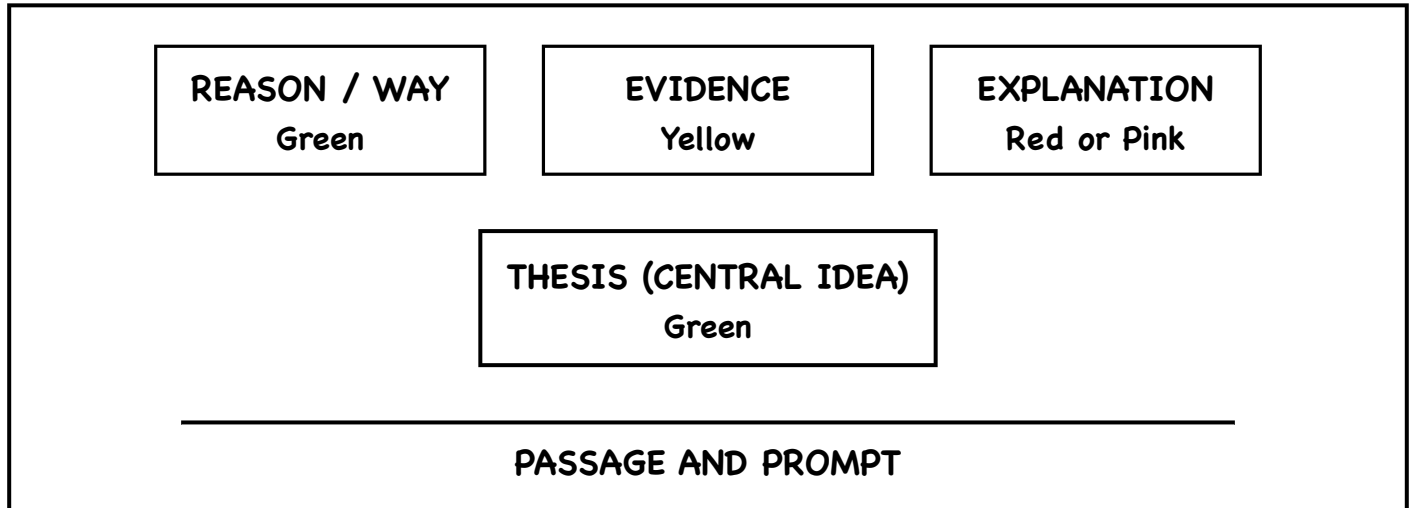
Use one Tier 3 word in a sentence



The Growing Tree



My ideas grow from the passage and prompt. The tree shows how a strong response grows.



Nothing grows until the ground is ready.

SET, R-E1-E2, and R1-R2-R3

Mark	What it means	
SET	Statement of Purpose, Evidence-Reference Transition, Thesis	People, places, and ideas shape societies because geography creates possibilities, people make choices, and those choices can leave changes that last.
R-E1-E2	Reason, Evidence, Explanation	One way societies are shaped is by geography and resources. Passage 15 explains that East Texas rivers and fertile land supported Caddo life. This shows that geography created possibilities for farming, travel, and trade.
R1-R2-R3	Restatement, Reference, Reflection	People, places, and ideas continue shaping societies. The evidence shows geography and human action continually interact. Every generation inherits a world shaped by earlier choices.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

Mark and Meaning

Mark	Meaning	Model
Q	Direct quotation with source credit	The Change Atlas says, "merchants traveled long distances to trade."
P	Paraphrase with source credit	The Change Atlas explains that Mali's location near valuable resources and trade routes helped it become wealthy.
E2	Researcher's own explanation	This proves that a valuable resource combined with location can change a society.

Introduction: S (Statement of Purpose), E (Evidence-Reference Transition), T (Thesis, Central Idea). **Body Paragraphs:** R (Reason or Way), E1 (Evidence), E2 (Explanation). **Conclusion:** R1 (Restatement), R2 (Reference collectively back to the evidence), R3 (Reflection). Q is a direct quotation, P is a paraphrase, and C is copying too closely; both Q and P require source credit.

How I Say the Standard!

4.11B:

I can develop drafts into a focused, structured, and coherent piece of writing organized with a purposeful introduction, transitions, and a conclusion.

4.11C:

I can recognize the difference between paraphrasing and plagiarism when using source materials.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for the Magna Carta, Runnymede, Texas, and Mali.
- ☐ I use a period or another ending mark.

One research decision I want to practice

Module 4: Thinking Levels

Read from the top down. Each level names the kind of research thinking the student uses.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
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 and label each structural part.	
Analyze	△		Trace each E1 to its E2 and decide whether it proves the paragraph's R 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.	

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to reach this week

Module 4: Thinking Levels

These same levels apply when the prompt asks HOW. Each level names the depth of research thinking.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
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 and label each structural part.	
Analyze	△		Trace each E1 to its E2 and decide whether it proves the paragraph's R 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.	

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	How can we turn a month of research into one clear, well-supported answer?
HOW	Analyze how parts work together or how something happens.	How do places, people, and ideas work together to shape societies and leave a legacy?

Introduction: S (Statement of Purpose), E (Evidence-Reference Transition), T (Thesis, Central Idea). Body Paragraphs: R (Reason or Way), E1 (Evidence), E2 (Explanation). Conclusion: R1 (Restatement), R2 (Reference collectively back to the evidence), R3 (Reflection). Q is a direct quotation, P is a paraphrase, and C is copying too closely; both Q and P require source credit.

A research move I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

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, and publish what their evidence proves. Every fact must earn its place; before including evidence, ask, "What does this help me prove?"

Background I Need

I enter with three independently developed body paragraphs. The Change Atlas is a research evidence bank organized around PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE. My final task is convergence: I 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.

Words I dotted while reading

The Change Atlas: Five Forces That Shape a Society

Read this research source at High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful tab and reread the relevant case file for a specific research purpose. The numbers are paragraph numbers; use them to cite evidence.

[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. [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. [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. [10] Change Clue: The same state can contain very different environments, and those environments can influence where people live and what work they do. [12] Think About It: How can the land create both an opportunity and a challenge?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Change Atlas (continued)

Read this research source at High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful tab and reread the relevant case file for a specific research purpose. The numbers are paragraph numbers; use them to cite evidence.

[13]TAB 2: RESOURCES. [14] Case File: Gold, Salt, and the Kingdom of Mali. [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. [18] Resource Chart: 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. [20] Change Clue: 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. [22] Think About It: How can having a valuable resource change a society?

[23]TAB 3: CONNECTION. [24] Case File: Caddo Trade. [26] Decorated Caddo pottery. [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, and other useful items. But trade could move more than objects. [29] When people met, they could also exchange skills, stories, traditions, and information. [31] Change Clue: Connections between communities can spread both goods and ideas. [33] Think About It: What might people carry home from a trade meeting besides an object?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Change Atlas (continued)

Read this research source at High Stamina. It is an evidence bank, not a single-sitting read-aloud. Navigate to a useful tab and reread the relevant case file for a specific research purpose. The numbers are paragraph numbers; use them to cite evidence.

My
marks

[34]TAB 4: IDEAS. [35] Case File: The Magna Carta. [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. [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. [41] Change Clue: An idea does not have to solve every problem immediately to matter. Some ideas become starting points that later generations develop further. [43] Think About It: 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. [48] Lydia Mendoza sang in Spanish about family, work, love, and everyday experiences. Her music helped Mexican American listeners hear their own language and culture represented. [50] Chelo Silva became known for her powerful singing and contributions to Tejano music. Her songs helped the music reach more listeners across Texas. [52] Julius Lorenzo Cobb 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. [54] Change Clue: 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: 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: 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: Societies are shaped by places, resources, connections, ideas, and people, and these forces often work together.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Change Atlas: Five Forces That Shape a Society

For each force, identify the evidence, mark it Q or P with source credit, and ask which piece of evidence best shows that this force caused change.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Use the TRACKS pattern to annotate. T is Time, R is Reactions, A is Actions, C is Character/Concept/Creature, K is Key Knowledge, S is Scenery/Setting. Mark evidence Q for a direct quotation or P for a paraphrase, and record the source for credit.

One force and one piece of evidence I found

Annotate: The Change Atlas (continued)

For each force, identify the evidence, mark it Q or P with source credit, and ask which piece of evidence best shows that this force caused change.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which piece of evidence best shows that one of the five forces caused change?

My thinking

My Prompt Marking Notes

The prompt gives me a research task. I identify the R, choose my evidence, decide Q or P, write source credit, and explain with E2.

Shape	Word	Question I ask myself
R	Name the reason the paragraph proves.	
E1 (Q or P)	Choose a direct quotation or paraphrase and name the source.	
E2	Explain meaning, importance, and how it proves the R.	
Cross-source synthesis	Explain how two sources work together.	

Mark the R. Identify the evidence type. Label it Q or P. Write source credit. Explain meaning, importance, and proof with E2.

How can we turn a month of research into one clear, well-supported answer?

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



Three pieces of one paper

1. Gather: Three Pieces of One

Put your three body paragraphs from Modules 1-3 physically on your desk. You do not yet have a research paper. You have three pieces of one. Today we make them belong together.

My three body paragraph topics, in order

2. Reveal: Report Thinking and Research Thinking

A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER. 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. Before you include evidence, ask, "What does this help me prove?"

? THE COMPLETE PAPER: SET, then R-E1-E2, then R-E1-E2, then R-E1-E2, then R1-R2-R3.

Why three separate body paragraphs are not yet a complete research paper

3. Build the SET Introduction

Part	Job	Model
S	Statement of Purpose: zoom out to the global idea.	Societies are shaped by many forces, and the choices people make can affect generations they will never meet.
E	Evidence-Reference Transition: name the kinds of research that helped.	Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together.
T	Thesis (Central Idea): give the exact answer the paper will prove.	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.

4. Build the Conclusion

Part	Job	Model
R1	Restatement of the thesis (central idea).	People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change.
R2	Reference collectively back to the evidence.	From Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact.
R3	Reflection on the global theme or larger takeaway.	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.

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.

My own SET introduction, in my own words

5. Q, P, and Source Credit

Mark	Meaning	Rule
Q	Direct quotation	The source's exact words, quotation marks, and attribution.
P	Paraphrase	The same idea in new words and sentence structure, with source credit.
C	Copying too closely	Not acceptable.

Check for Understanding: Label each sentence in your SET introduction and conclusion above as S, E, T, R1, R2, or R3. Then explain the job of each one.

My labels and explanation for each part of my SET introduction and conclusion

STUDENT WORKBOOK



The Human Research Paper

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 3)

Receive a sentence card and physically organize with your group into SET, Body 1, Body 2, Body 3, and Conclusion order. Then label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3.

SET	R-E1-E2
R1-R2-R3	Q (Direct Quotation)
P (Paraphrase)	C (Copying Too Closely)
Societies are shaped by many forces.	Historical, geographic, and cultural evidence helps explain how these forces interact.

Self-Check (back of cards) (sheet 1 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. SET: A-B-C. Body 1: D-E-F. Body 2: G-H-I. Body 3: J-K-L. Conclusion: M-N-O.

R-E1-E2 Reason or Way, Evidence, Explanation	SET Statement of Purpose, Evidence-Reference Transition, Thesis (Central Idea)
Q (Direct Quotation) a source's exact words, quotation marks, and attribution	R1-R2-R3 Restatement, Reference collectively back to the evidence, Reflection
C (Copying Too Closely) not acceptable	P (Paraphrase) the same idea in new words and sentence structure, with source credit
SET B	SET A

STUDENT WORKBOOK



The Human Research Paper

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 3)

Receive a sentence card and physically organize with your group into SET, Body 1, Body 2, Body 3, and Conclusion order. Then label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3.

People, places, and ideas shape societies through opportunities, choices, actions, and lasting change.	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 ideas and human decisions.	Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law.
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.

Self-Check (back of cards) (sheet 2 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. SET: A-B-C. Body 1: D-E-F. Body 2: G-H-I. Body 3: J-K-L. Conclusion: M-N-O.

Body 1 D	SET C
Body 1 F	Body 1 E
Body 2 H	Body 2 G
Body 3 J	Body 2 I

STUDENT WORKBOOK



The Human Research Paper

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 3)

Receive a sentence card and physically organize with your group into SET, Body 1, Body 2, Body 3, and Conclusion order. Then label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3.

The Evidence Room shows that music can preserve cultural experiences.	This means culture can become evidence that later generations use to understand the past.
Places, people, and ideas continue to shape societies together.	Geography, documents, choices, art, trade, and culture all provide evidence of these relationships.
Every generation receives something from the past and then decides what it will contribute next.	

Self-Check (back of cards) (sheet 3 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. SET: A-B-C. Body 1: D-E-F. Body 2: G-H-I. Body 3: J-K-L. Conclusion: M-N-O.

Body 3 L

Body 3 K

Conclusion N

Conclusion M

Conclusion O

STUDENT WORKBOOK



Day 2: Attempt

The Human Research Paper



Receive sentence cards. Physically organize them with your group into SET, Body 1, Body 2, Body 3, and Conclusion. Then label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3.

Section	Cards
SET	A. Societies are shaped by many forces. B. Historical, geographic, and cultural evidence helps explain how these forces interact. C. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change.
Body 1	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	G. Another way societies are shaped is through ideas and human decisions. H. Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law. I. This shows that an idea may influence later generations even when it does not solve every problem immediately.
Body 3	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	M. Places, people, and ideas continue to shape societies together. N. Geography, documents, choices, art, trade, and culture all provide evidence of these relationships. O. Every generation receives something from the past and then decides what it will 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.

After arranging the cards, trace how each evidence sentence supports its reason and how each explanation connects back to the thesis (central idea)

Explain the Organization

After arranging the cards, 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).

My explanation of the complete paper's organization

STUDENT WORKBOOK



Day 3: Discuss + Use

Discussion and independent synthesis



1. Discuss: One Answer, Not Three Reports

How do we make three body paragraphs sound like parts of one answer rather than three separate reports? Point to repeated thesis (central idea) language, purposeful transitions, explanations, and cross-source relationships.

My answer: how to make three paragraphs sound like one answer

2. Use: Independently Assemble the Complete 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, R1-R2-R3 conclusion, works cited/source record.

Step	Task
1	Build and reread the SET introduction.
2	Place Body 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.

My complete research paper draft

3. My Research Paper, Continued

Continue my complete research paper draft

STUDENT WORKBOOK



Day 4: Award + Target



Researcher's Victory Lap

1. Award

Mark S (global statement), E (evidence transition), T (thesis, central idea), R (body reasons), Q (direct quotes), P (paraphrases), E2 (strongest explanation), and R1/R2/R3 (conclusion). Award one precise success by pointing to the sentence that earned it.

My strongest sentence, and the award it earns

2. Target Stations

Station	Question
1. Prompt	Did I actually answer how people, places, and ideas shape society and leave a legacy?
2. Organization	Does each paragraph have one job?
3. Evidence	Is every E1 relevant?
4. Explanation	Did I explain evidence instead of stacking facts?
5. Source Ethics	Did I quote, paraphrase, and credit correctly?
6. Revision	What should I add, delete, combine, or rearrange?
7. Editing	Check grammar, punctuation, capitalization, quotation marks, spelling, vocabulary, and sentence structure.

My revised target sentence

STUDENT WORKBOOK

Day 5: Explain + Educate

The What Shapes Our World? Research Museum

Display your research at a museum booth: PLACE, IDEAS AND CHOICES, EVIDENCE ROOM, LEGACY, or PUBLISHED RESEARCH. Teach your research using the presentation script.

Frame	My Response
My research question was...	
My thesis (central idea) was...	
I proved my first reason by...	
One direct quotation I selected was...	
I used that quotation because...	
One idea I paraphrased was...	
Two sources that worked together were...	
One source limitation I noticed was...	
The most important thing my evidence taught me was...	
My R3 takeaway is...	

Return to the giant opening question: WHAT SHAPES OUR WORLD? Now answer it using the language of a researcher.

One question a museum visitor asked, and how I answered

Module Exit Ticket

Complete each item on your own.

1. Name one force from The Change Atlas and one piece of evidence that shows it.

2. Mark one piece of evidence Q or P, and write its source credit.

3. Write one E2 sentence explaining why the evidence matters.

4. Name your R1, R2, and R3.

5. Answer: How can we turn a month of research into one clear, well-supported answer?

Ⓢ 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.

My answer to the module question

My Research Portfolio

Place the complete research paper, source notes, and exit ticket in your research portfolio. Research is a cycle: explaining what we know creates the next question.

The module question was: How can we turn a month of research into one clear, well-supported answer?

My answer now:

One new curiosity my research created:

? Strong researchers do not gather the most facts. They select the facts with the strongest jobs, and they explain how sources work together.

One thing I learned about research this cluster that I will carry forward



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking.

Mark the R. Identify the evidence type. Label it Q or P. Write source credit. Explain meaning, importance, and proof with E2.

Write the complete five-paragraph research paper answering: Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking.

My Plan

- Step 1, SET: Build the introduction with Statement of Purpose, Evidence-Reference Transition, and Thesis (Central Idea).
- Step 2, Body 1: R-E1-E2 about geography and resources.
- Step 3, Body 2: R-E1-E2 about ideas and human decisions.
- Step 4, Body 3: R-E1-E2 about changes, culture, and legacies.
- Step 5, Conclusion: R1-R2-R3, restate, reference the evidence collectively, and reflect.
- Step 6, Revise and edit: read across paragraphs for coherence, then edit for correctness.

Two possible reasons from the passage

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

My Draft



Begin with your SET introduction. Assemble your three R-E1-E2 body paragraphs from Modules 1-3. Add cross-source synthesis explaining how sources work together. Close with your R1-R2-R3 conclusion.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My paper has a SET introduction, three body paragraphs, and an R1-R2-R3 conclusion.
- ☐ I used at least four approved sources.
- ☐ I used at least two direct quotations and at least four paraphrased evidence statements.
- ☐ I gave source credit for every Q and every P.
- ☐ I explained cross-source relationships instead of stacking facts.
- ☐ Every E1 is followed by a developed E2.
- ☐ I did not include a fact just because it is interesting.
- ☐ My conclusion restates, references the evidence collectively, and reflects.

Edit

- ☐ Complete sentences.
- ☐ Capital letters for proper nouns.
- ☐ Quotation marks around direct quotations.
- ☐ Source credit after borrowed information.
- ☐ Clear connecting words.
- ☐ Subject-verb agreement.
- ☐ Correct spelling of source titles and names.
- ☐ Punctuation at the end of every sentence.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Answer and thesis (central idea)	I prove a precise thesis (central idea) throughout.	
Organization	My SET, three complete bodies, and R1-R2-R3 work together.	
Evidence	My Q/P evidence is relevant and credited.	
Explanation	I explain meaning, importance, proof, and source relationships.	
Revision/editing	I revise across paragraphs and edit the full system.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain how places, people, and ideas work together to shape societies and leave a legacy.

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.

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 societies are shaped is by geography and resources. Another way societies are shaped is through ideas and human decisions. Societies are also shaped by the legacies people preserve. Places, people, and ideas continue to shape societies together.

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.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

Societies are shaped by many forces, and the choices people make can affect generations they will never meet. Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together. 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. 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 ideas and human decisions. Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law. 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 Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human 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.

Why it works: the response uses SET, three complete R-E1-E2 body paragraphs with credited evidence from multiple sources, and an R1-R2-R3 conclusion, explaining cross-source relationships instead of stacking facts.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
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One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can build a SET introduction and an R1-R2-R3 conclusion.	☐	☐	☐
I can tell a direct quotation from a paraphrase and credit both.	☐	☐	☐
I can assemble a complete five-paragraph research paper.	☐	☐	☐
I can explain cross-source relationships instead of stacking facts.	☐	☐	☐
I can revise across paragraphs and edit for correctness.	☐	☐	☐

What Went Well

One thing I am proud of as a researcher:

My Next Step

One thing I want to get better at:

Essential Question Answered

How can we turn a month of research into one clear, well-supported answer?

The answer

Researchers assemble a month of research into one complete five-paragraph paper: a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion. Every fact must earn its place; before including evidence, researchers ask, "What does this help me prove?" 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. 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.

My Final Thinking (in my own words)

How My Thinking Changed

At the start of the week, I thought:

Now I know:

Try It Another Way

Choose three accurate facts for one R. Rank them strongest to weakest by asking what each helps prove. Defend why the top fact earns a place and why the weakest fact may be omitted even though it is interesting.

My new research case

Transfer Challenge

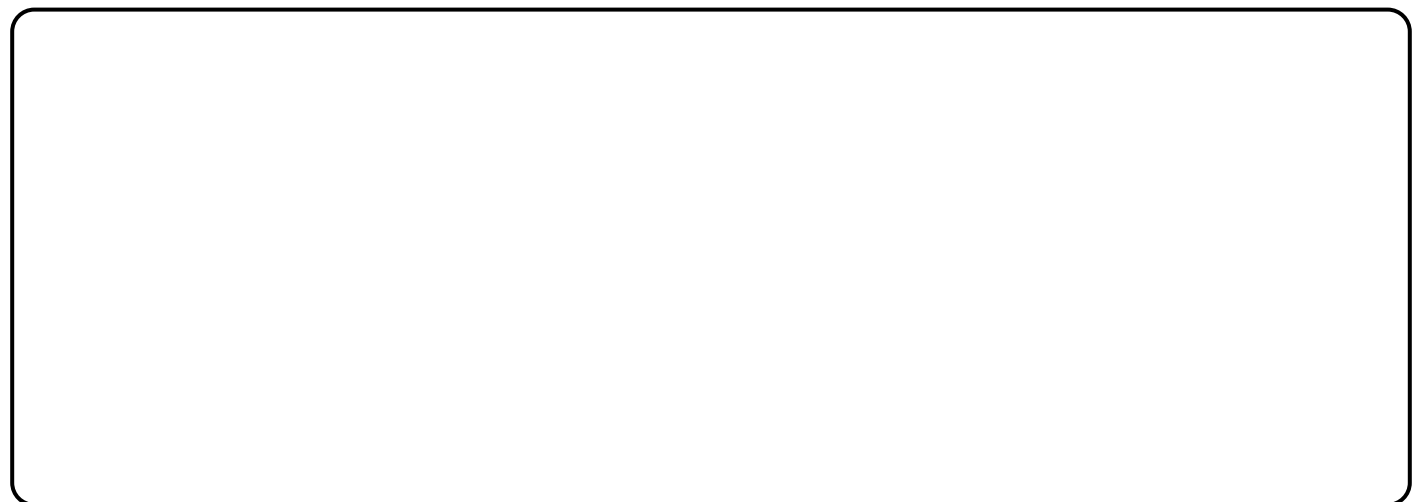
Trace one Change Atlas example through at least three forces. Explain where PLACE or RESOURCES creates a possibility or challenge, how CONNECTION, IDEAS, or PEOPLE shapes a choice, and what change or legacy follows. How can we turn a month of research into one clear, well-supported answer? Trace one Change Atlas example through at least three forces. Explain where PLACE or RESOURCES creates a possibility or challenge, how CONNECTION, IDEAS, or PEOPLE shapes a choice, and what change or legacy follows.

- Draw a full tree in the box below.
- Trunk: write the thesis (central idea).
- Branch 1: write a reason or way.
- Branch 2: write the evidence from the passage.
- Branch 3: write the explanation.
- Leaves: write the significance, why this matters to a reader today.
- Present your tree to the class in one minute or less. Read it from the trunk up.
- Find one branch a classmate built differently from yours, and tell why theirs also works.

My transfer response:

My Tree Builder Challenge

Draw your whole tree in the box below. Label the trunk, the three branches, and the leaves.



At-Home Connection

Take these tasks home. Each one takes a few minutes and ends with a conversation.

What Does This Prove?

Ask your student to explain how PLACE, RESOURCES, CONNECTION, IDEAS, and PEOPLE work together. Then listen as your student names the thesis (central idea) and one piece of evidence that earns a place in the paper.

Ask: What does this evidence help you prove?

Family member signature: _____

Quote or Paraphrase

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

Ask: Why does a paraphrase still need source credit after the wording changes?

Family member signature: _____

Family Legacy

Ask a family member about one choice or change from the past that still affects your family today.

Ask: What did later generations inherit from that choice?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week
