The Individual and the Community: My Responsibilities in a Time of Crisis

Information Sheet for Argumentation Module

Module title:	The Individual and the Community: My Responsibilities in a Time of Crisis
Module description (overview):	This is a middle school Social Studies module that addresses the relationship between the individual and society (one and many): specifically, what are the individual's responsibilities with regard to the "social good"? This module is built around the Paideia method and the Socratic Seminar. The Gulf Oil Spill of 2010 provided us with an opportunity to think about the individual's role in society: specifically the individual's responsibility during a disaster. The essential question addressed in this module is: "What is the individual's proper response to a disaster?" The seminar is intended to both inspire and inform the students' reading and writing, which will be actively coached by the teacher through the writing process for several days after the seminar. Even though this piece of writing is in the form of a letter addressed to an individual, the form will remain that of a formal essay, so that the teacher can coach essay and paragraph construction, as well as sentence structure and content.
Template task (include number, type, level):	Template Task 2 Argumentation/Analysis L1,2 [Insert question.] After reading _____ (literature or informational texts), write _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views.
Teaching task:	What is the proper role of the individual in response to a "disaster"? After reading various perspectives on individual responsibility and examining an interactive map of the 2010 Gulf Oil Disaster, write a letter to a younger child that addresses the question and support your position with evidence from the texts. L2 Be sure to acknowledge competing views.
Grade(s)/Level:	6th
Discipline:	Social Studies
Course:	American History and Geography
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Section 1: What Task?

TEACHING TASK

Background to share with students:	The oil spill that occurred in the Gulf of Mexico off the coast of Louisiana and Alabama made an impact on both the environment and lives of the people living in that area. You will consider not only the impact of this disaster but what the responsibilities of others are when any disaster affects the environment and people's lives.
Teaching task:	What is the proper role of the individual in response to a "disaster"? After reading various perspectives on individual responsibility and examining an interactive map of the 2010 Gulf Oil Disaster, write a letter to a younger child that addresses the question and support your position with evidence from the texts. L2 Be sure to acknowledge competing views.
Reading texts:	*SEMINAR TEXT http://www.ifitweremyhome.com/disasters/bp* Student Reader materials in appendices excerpted from: *Meditation XVII* by John Donne "Traveling Through the Dark" by William Stafford "Compassion and the world" by H.H. the Fourteenth Dalai Lama Steinberg, Stephanie. (2010, June 15). To the Rescue of Birds in Oil Spill: a Fifth-Grader. *USA Today*. http://www.usatoday.com/LIFE/usaedition/2010-06-15-OliviaBouler15_ST_U.htm Student material attached: The Individual and the Community: Seminar Process Assessment and Reflection Questions
Extension (optional):	Sixth grade students will be writing letters to an unnamed second or third grade student. These letters will be delivered to a primary grades classroom in the same (or a sister) school, and the younger students will be invited to respond.

CONTENT STANDARDS FROM STATE OR DISTRICT

NUMBER	CONTENT STANDARDS
	This module can relate to multiple Social Studies Standards at the state and district level. Be sure to include Geography Standards, including specific Map-Reading Skills. Additional Standards Source: Teachers may also discover that they are covering Common Core Literacy Standards in History/Social Studies in Grades 6-8; Common Core English Language Arts Standards in Writing in Grades 6-8; Common Core English Language Arts Standards in Speaking & Listening in Grade 6.

READING STANDARDS FOR ARGUMENTATION

"Built-in" Reading Standards	"When Appropriate" Reading Standards (applicable in black)
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6- Assess how point of view or purpose shapes the content and style of a text.
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS FOR ARGUMENTATION

"Built-in" Writing Standards	"When Appropriate" Writing Standards (applicable in black)
1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SCORING RUBRIC FOR ARGUMENTATION TEMPLATE TASKS

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Bridging conversation	*Ability to understand the task and the seminar process.*
SKILLS CLUSTER 2: READING PROCESS	
1. Reading for seminar	*Ability to read texts selected for seminar so as to participate in a question-based discussion to gain a deeper understanding of texts, topics or issue, and the seminar question.*
2. Essential vocabulary (on-going)	*Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.*
3. Note-taking (on-going)	*Ability to read purposefully and select relevant information; to summarize and/or paraphrase.*
SKILLS CLUSTER 3: DIALOGUE PROCESS (PAIDEIA SEMINAR)	
1. Pre-seminar preparation	*Ability to prepare to participate in a Socratic Seminar.*
2. Seminar	*Ability to participate in a Socratic Seminar.*
3. Post-seminar content	*Ability to self-assess and plan for future seminars.*
SKILLS CLUSTER 4: TRANSITION TO WRITING	
1. Transition to writing	*Ability to transition from readings and seminar to writing task.*
SKILLS CLUSTER 5: WRITING PROCESS	
1. Initiation of task	*Ability to establish a claim and consolidate information relevant to task.*
2. Planning	*Ability to develop a line of thought and text structure appropriate to task.*
3. Development	*Ability to construct an initial draft with an emerging line of thought and structure.*
4. Revision	*Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.*
5. Editing	*Ability to apply editing strategies and presentation applications.*
6. Extension	*Ability to apply the task to an experience involving non-school audiences and situations.*

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINNI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT…)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
1 class period	*1. Bridging conversation* *Ability to understand the task and the seminar process.*	<u>*Short response*</u> *Homework assignment—journal prompt: "What does community mean to you?"*	*No Scoring*	■ *Introduce module by briefly discussing the Essential Question—"What is the individual's proper response to a disaster?" (Post and leave up for display throughout the module).* ■ *Explanation of the writing task occurs later in the instructional ladder during "Transition to Writing."*
SKILLS CLUSTER 2: READING PROCESS				

1-2 class periods	**1. Reading for seminar** *Ability to read texts selected for seminar so as to participate in a question-based discussion to gain a deeper understanding of texts, topics or issue, and the seminar question.* **2. Essential vocabulary** *Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.* **3. Note-taking** *Ability to read purposefully and select relevant information; to summarize and/or paraphrase.*	**a. KWL chart** *Develop a KWL chart completing the K & W sections to organize what you know about the Gulf oil spill and what readings might be interesting to you. (See Appendix for selections.)* **b. Written summaries of reading selections** *Write a summary of each selection in which you identify key ideas and values and make a connection to the essential question.*	*a. Meets Expectations: Fills in KWL chart correctly and with clear references to selected texts. (See Resources.)* *Not Yet: Attempts to meet the criteria for "Meets."* *b. Meets Expectations: Writes a summary for each selection identifying key ideas and values and makes a connection to the essential question.* *Not Yet: Attempts to meet the criteria for "Meets."*	▪ *Identify and teach vocabulary for ideas and values for discussion. (See p.26)* ▪ *Students will engage in a group activity wherein they read four selections from the Module Casebook that will be used during this module. The Casebook contains four short readings from a variety of perspectives on the proper role of the relationship between the individual and society.* ▪ *First, engage students in an inspectional read of the selection—take note of the structure, length, and key pieces of information.* ▪ *Read the Marcus Aurelius text (see Student Reader in the Appendices) first together as a whole class. Review active reading strategies and interacting with the text (writing on text connections, questions, and reactions; underlining or circling important portions). Read text aloud, modeling for students my own thinking and explaining the meaning of several vocabulary words. Students may struggle some with comprehension so we discuss the meaning of the text as we read. Ask students to write a short summarization of the text underneath the text.* ▪ *Divide class into three heterogeneous "Reading Teams" to do a more in-depth analytical reading (see Adler and van Doren, How to Read a Book).* ▪ *One reading is assigned to each team, so that they can use the "Four As" Reading Protocol to analyze the text (see nsrfharmony.org / click on resources and then protocols).* ▪ *Everybody in the group reads the text with a highlighter and mark:* *o Assumptions by author* *o Agree with* *o Argue with* *o Aspire to…* ▪ *The Reading Group discusses their individual responses with all group members taking notes. The Reading Groups then jigsaw into Discussion Groups in order to "teach" each selection to the rest of the class by sharing out on the texts in order. The goal is for all the students in the class to understand all selections in the Student Reader.* ▪ *Students then share in jigsaw format.*

SKILLS CLUSTER 3: DIALOGUE PROCESS (PAIDEIA SEMINAR)

Partial class period	*1. Pre-seminar preparation* *Ability to prepare to participate in a Socratic Seminar.*	*a. Short response* *Write a short response in which you clarify Great Ideas: geography, individual, community, society, responsibility/essential question.* *b. See form in Resources* *Fill in the form in which you self-assess and set individual process goals. (Students will use form again in the post-seminar to assess their progress. Proposed Individual Goals:* *Give way to another in order to share talk time* *Refer to text in detail* *Consider multiple points of view* *Speak out of uncertainty)*	*a. Meets Expectations: Short response identifies and briefly explains "great ideas."* *Not Yet: Attempts to meet criteria for "meets."* *b. Meets Expectations: Answers task by filling in form completely.* *Chooses appropriate individual process goal based on past performance.* *Writes readable prose.* *Not Yet: Attempts to address criteria for "meets."*	▪ *Display map on the LCD projector and/or on individual computer (version showing oil spill in the Gulf).* ▪ *Didactic: Short lecture to give background information about the map.* ▪ *Clarify vocabulary: directions, scale, key, symbols, elevation, distance.* ▪ *Divide map into four quadrants and agree on referencing: northwest, southeast, southwest, northeast.* ▪ *Clarify Great Ideas: geography, individual, community, society, responsibility/ essential question.* ▪ *Guide students through self-assessment process, asking them to write in detail about their own seminar performance and their plans for improving that performance in the next seminar.*

Partial class period	2. Seminar	Seminar	Map the seminar (See appendix) by recording the amount and type of participation as well as the ideas.	SEMINAR TEXT http://www.ifitweremyhome.com/disaster/bp
	Ability to participate in a Socratic Seminar.	1. Opening Question: What is the single most important feature in this map? (round robin response) Why? (spontaneous discussion) 2. Core Questions (move oil spill into location over the student's school): Given this overlay map of the oil spill in our own area, what is the farthest city that the disaster will impact? How many miles away is that? How many states are impacted by the spill and to what extent? What would have actually happened if the disaster had occurred here (Colorado, Tennessee, North Carolina)? How would our elevation affect the outcome of the oil spill? How would another type of manmade disaster affect our lives (nuclear reactor meltdown)? Why? 3. Closing Question: What do you think is an individual's responsibility during a disaster like this? What can you do as an individual?		(If you have never conducted a Socratic Seminar, refer to the Paideia Seminar Manual: Teaching Thinking Through Dialogue (2nd ed. 2010). Page numbers included here and elsewhere refer to this manual.) ■ Arrive with questions, constructed to nurture increased understanding of texts and question. ■ Listen actively to each participant so as to assess each student's understanding. ■ Limit teacher talk turns and talk time. ■ Map the seminar (See appendix) by recording the amount and type of participation as well as the ideas.
Partial class period	3.Post-seminar content	Self-assessment form	Meets Expectations: Answers task by filing in form completely.	■ Have students spend 15-20 minutes writing reflective notes about the seminar discussion: capturing ideas from the discussion, adding to pre-seminar content writing, and organizing reflections.
	Ability to self-assess and plan for future seminars.	Self-assess in writing your individual goals on the same form you used to set personal goals during pre-seminar process. (See appendix for form.)	Chooses appropriate individual process goals for next seminar based on past performance. Writes readable prose. Not Yet: Attempts to meet criteria for "meets expectations."	

SKILLS CLUSTER 4: TRANSITION TO WRITING				
1 class period	1. Transition to writing Ability to transition from readings and seminar to writing task.	Short response and form Write a brief response in which you explain what the task is asking you to do. Fill out the rubric form in which you paraphrase the rubric. (See appendix.)	Meets Expectations: Writes a brief response accurately explaining the task and accurately paraphrasing rubric. Not Yet: Attempts to meet criteria for "meets."	■ Display Teaching Task for the first time and discuss for clarity. ■ Display and discuss the rubric.
SKILLS CLUSTER 5: WRITING PROCESS				

1 class period	1. Initiation of task
	
	Ability to establish a claim and consolidate information relevant to task.
		Opening paragraph
		
		Write an opening paragraph in which you establish a claim and engage a younger audience.
			Meets Expectations: Writes an opening paragraph that establishes a credible claim and addresses a younger audience.
			
			Not Yet: Attempts to meet the criteria for "Meets."
				■ To practice analytical skills and delve deeper into the issue, have students view two images: the fire just after the explosion of the Deepwater Horizon and a bird covered in oil after the spill. Students used the Photographic Analysis Form from the Library of Congress. (http://memory.loc.gov/learn/lessons/98/brady/photo.html)
				■ Brainstorming: "Chalk Talk"— the essential question is put on a large white board. Students are invited to stand around board and ponder silently. As students choose, they should write brief thoughts/responses/related notes on the board. The teacher may also write words/phrases/questions to continue to stimulate thinking. After 15-20 minutes, the teacher may signal for last call. After the chalk talk, the teacher may briefly discuss/debrief the process with students.
				■ Outlining: Keep Chalk Talk notes displayed. The teacher provides a graphic illustration of paragraph structure:
				     Topic sentence—(Beginning)
				     Number and variety of sentences—(Middle)
				     All sentences related to, support of topic sentence
				     Concluding sentence—(End)

Partial class period	*2. Planning* *Ability to develop a line of thought and text structure appropriate to task.*	*Blueprint (draft outline) for a four to six paragraph letter-essay* *Prepare a blueprint for a four to six paragraph letter-essay.*	*Meets Expectations: Develops a blueprint (draft outline) for a four to six paragraph letter-essay that is on-task and includes key points for argument essay/letter.* *Not Yet: Attempts to meet the criteria for "Meets."*	▪ *Model blueprint method.* ▪ *Display model for reference.* ▪ *Discuss function of each paragraph using a template.*
2 class periods	*3. Development* *Ability to construct an initial draft with an emerging line of thought and structure.*	*Initial draft* *Prepare a rough draft of 4-6 paragraphs that addresses the question and task.*	*Not scored by teacher but subject to self-and peer-assessment.*	▪ *Distribute the "Qualities of Good Writing and Editing Checklist" (Davis and Hill, The No-Nonsense Guide to Teaching Writing, 2003 Heinemann). Read through the qualities with the class, discuss, and provide time for students to ask questions. Students first read their own drafts, going through the Editing Checklist to check for errors. Students also look for the writing qualities in their own writing.* ▪ *Students then trade drafts with another student and each writes two positive comments (things they liked) and one suggestion for improvement.* ▪ *Feedback in small groups.* *a. Form heterogeneous groups of 3 students* *b. Provide each group with multiple copies of each group member's first draft* *c. Each member of the group reads his or her paper out loud in turn while the other members follow along, writing edits, suggestions, questions as they go* *d. The first member of the group then listens while the other members offer feedback especially to the structure—how the points are logically organized and connect together* *e. Repeat the process with each of the other group members* *f. Group members give each member all the copies of his or her draft to use in revision*

1-2 class periods	**4. Revision** *Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.*	*Second draft* *Prepare a second draft and include peer comments and suggestions.*	*Meets Expectations: Student makes revisions based on peer and teacher feedback:* *Clarity of claim* *Clarity of each topic sentence* *Relationship to topic sentences to claim* *Effectiveness of conclusion* *Not Yet: Attempts to meet the criteria for "Meets."*	▪ *Based on feedback, students make revisions with a focus on content:* *Clarity of Thesis Statement* *Clarity each Topic Sentence* *Relationship of Topic Sentences to Thesis* *Effectiveness of Conclusion* *Peer feedback:* *a. Break class up in to same heterogeneous groups of 3 students (as in Revision 1)* *b. Provide each group with multiple copies of each group member's second draft* *c. Each member of the group reads his or her paper out loud slowly, pausing after each paragraph in turn, while the other members follow along, writing comments and questions as they go* *d. The first member of the group then listens while the other members offer warm and cool feedback to the paper—on each of the following topics in turn* *e. Repeat the process with each of the other group members* *f. Group members give each member all the copies of his or her draft to use in revision*
1-2 class periods	**5. Editing** *Ability to apply editing strategies and presentation applications.*	*Third draft* *Prepare a draft that includes edits based on peer and teacher comments or notations*	*Meets Expectations: Demonstrates editing techniques and corrections in draft.* *Not Yet: Attempts to meet the criteria for "Meets."*	▪ *Editing made based on peer feedback: Sentence, Paragraph, and essay structure (i.e. Intro/main body/conclusion).* ▪ *This draft includes mechanics of the essay.* ▪ *Student volunteers read aloud their final drafts for the class and discuss, teasing out similarities and differences in views about the seminar question.*
	Final Composition: Students turn in finished compositions for scoring and feedback.			
	6. Extension *Ability to apply the task to an experience involving non-school audiences and situations.* *(mandatory in LDC/Paideia modules)*	*Teacher shares published final drafts with elementary grade students as well as adding to individual student portfolios.*	*No scoring*	*The point of this extension is to give the sixth grade students who are laboring through the writing process an authentic audience for their work. This will help less-motivated writers do the necessary work to make their letter-essays as powerful as possible.*

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
SEMINAR TEXT Visualizing the BP Oil Spill. *Ifitweremyhome.com.* Retrieved from http://www.ifitweremyhome.com/disasters/bp.	*SEMINAR TEXT* Visualizing the BP Oil Spill. *Ifitweremyhome.com.* Retrieved from http://www.ifitweremyhome.com/disasters/bp.
Adler, Mortimer J. and Charles Van Dore. (1972). *How to Read a Book*. New York: Simon and Schuster.	Student Reader materials in appendices excerpted from:
Davis, Judy and Sharon Hill. (2003). *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions*. Portsmouth, NH: Heinemann.	*Meditation XVII* by John Donne
Maps from www.ifitwasmyhome.com.	"Traveling Through the Dark" by William Stafford
Photographic Analysis Form from the Library of Congress. Retrieved from http://memory.loc.gov/learn/lessons/98/brady/photo.html	*The Meditations* by Marcus Aurelius
National Paideia Center (2010). *Teaching Thinking Through Dialogue*. 2nd ed.	"Compassion and the world" by H.H. the Fourteenth Dalai Lama
Student Reader materials in appendices excerpted from:	Steinberg, Stephanie. (2010, June 15). To the Rescue of Birds in Oil Spill: a Fifth-Grader. *USA Today*. Retrieved from http://www.usatoday.com/LIFE/usaedition/2010-06-15-OliviaBouler15_ST_U.htm
Meditation XVII by John Donne	Student material attached:
"Traveling Through the Dark" by William Stafford	The Individual and the Community: Seminar Process Assessment and Reflection Questions
The Meditations by Marcus Aurelius	
"Compassion and the world" by H.H. the Fourteenth Dalai Lama	
Steinberg, Stephanie. (2010, June 15). To the Rescue of Birds in Oil Spill: a Fifth-Grader. *USA Today*. Retrieved from http://www.usatoday.com/LIFE/usaedition/2010-06-15-OliviaBouler15_ST_U.htm	
Teacher material attached:	
Seminar Reflection Guide	

Section 4: What Results?

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Background to share with students (optional):	Margaret Mead was an anthropologist who studied groups of people in tribes and societies.
Classroom assessment task	Do you agree or not with what is Mead saying about an individual's proper response to a disaster? After reading the following quote from Margaret Mead, write a short essay that addresses the question and support your position with evidence from the text. "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."
Reading texts:	Margaret Mead quotation

ARGUMENTATION CLASSROOM ASSESSMENT RUBRIC

LDC Argumentation Classroom Assessment Rubric	
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teachers should keep in mind the following:

Given that this module includes a Paideia Seminar, the Speaking and Listening Rubric is included

in the Appendix to help guide the dialogue. This module would be better used early in the school year, so allow ample time for the pre- and post-seminar process work to help students understand how the seminar will take place in the classroom.

Later in the year, the pre-seminar will shift to include more rigorous content and the process steps will be adjusted based on students" participation habits.

If you have not experience with the Paideia Seminar, a good place to start is with the Paideia Seminar Manual referenced throughout this module: Teaching Thinking Through Dialogue (2nd ed. 2010). This manual and other materials can be ordered from the National Paideia Center via their web site at www.paideia.org.

And:

Teach to the rubrics. Instruction should attend to the demands and qualities of performances embedded in rubrics, particularly the proficient level. As students acquire the fundamental skills to demonstrate proficient work, teachers should focus instruction on Levels 2 and 3. A key strategy embedded in the Instructional Ladder involves keeping students on task and addressing the prompt.

Teach responsively. LDC Modules are designed for teaching students to reach proficiency or advanced levels of performances aligned to the CCSR and Common Core Standards. To assist students in reaching this goal, teachers should employ direct and indirect instructional strategies, whether they question, demonstrate, intervene, guide or lecture. They should give students multiple opportunities over the course of a year to learn at Level 1 or the foundational literacy skills and thinking embedded in LDC Modules. If students become adept at this level, they are then poised to "upgrade" their skills to Levels 2 and 3 and to combine text structures. By scaffolding the LDC Modules, teachers can ensure that students become increasingly at ease with writing situations and demands. In this way, students progress from dependent readers and writers to independent ones.

Finally:

Also, please note that the student product of the teaching task is a letter that follows the structure and characteristics of an essay. For the classroom assessment, our experience has been that students are able to transition to producing an essay by the teacher clearly explaining the commonalities between the teaching and assessment tasks and emphasizing that the original letter from the teaching task is also an essay.

Appendices

LDC/Paideia Speaking and Listening Rubric

Demands and Qualities	Not Yet
Attention	• Does not look at the person speaking • Occasionally turns and talks to person sitting near by while another person is speaking
Engagement	• Does not take notes related to the ideas being discussed
Articulation	• Makes barely audible statements
Explanation	• Makes simple, somewhat unrelated or repetitive points/ statements
Expansion	• Draws conclusions based on a single perspective
Connection	• Does not ask questions • Does not refer to what else has been said

Demands and Qualities	Meets Expectation
Attention	• Looks at the person speaking during most of the discussion • Rarely talks while another is speaking
Engagement	• Occasionally takes notes related to the ideas being discussed • Gives way to another as a way of sharing the talk time
Articulation	• Makes clear and accurate statements; generally speaks at appropriate pace, volume; uses relevant vocabulary and grammar
Explanation	• Provides points/ statements about the discussion topic noting details related to sequence, category, purpose, or point of view. • Refers to the text or another relevant source
Expansion	• Considers another point of view without stating a bias
Connection	• Asks authentic questions • Paraphrases what else has been said

Demands and Qualities	Advanced
Attention	• Looks at the person speaking during the discussion • Does not talk while another is speaking
Engagement	• Consistently takes notes related to the ideas being discussed • Gives way to another as a way of sharing the talk time
Articulation	• Makes clear and accurate statements; consistently speaks at appropriate pace, volume; uses relevant vocabulary and grammar
Explanation	• Provides insight related to fallacies within the text; Tests assumptions and explores inferences • Refers to the text or another relevant source • Illuminates relevance; Notes positive/negative implications • Acknowledges difference in own perspectives—before and now
Expansion	• Adds to previous statement by offering a more global/ holistic interpretation
Connection	

	• Refers to another facet of an idea or another's comment • Considers multiple points of view without stating a bias • Asks authentic, thought-provoking, open-ended questions

Student Reader

Each LDC-Paideia module includes a selection of short texts on the same Essential Question of the individual's relationship to society. These texts are used to provide students with ongoing reading practice during the implementation of the module.

Meditation XVII **by John Donne**

No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were. Any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

"Traveling Through the Dark" by William Stafford

Traveling through the dark I found a deer
dead on the edge of the Wilson River road.
It is usually best to roll them into the canyon:
that road is narrow; to swerve might make more dead.

By glow of the tail-light I stumbled back of the car
and stood by the heap, a doe, a recent killing;
she had stiffened already, almost cold.
I dragged her off; she was large in the belly.

My fingers touching her side brought me the reason—
her side was warm; her fawn lay there waiting,
alive, still, never to be born.
Beside that mountain road I hesitated.

The car aimed ahead its lowered parking lights;
under the hood purred the steady engine.
I stood in the glare of the warm exhaust turning red;
around our group I could hear the wilderness listen.

I thought hard for us all—my only swerving--,
then pushed her over the edge into the river.

From *The Meditations* by Marcus Aurelius

A branch cut off from the adjacent branch must of necessity be cut off from the whole tree also. So too a man when he is separated from another man has fallen off from the whole community. Now as to a branch, another cuts it all, but a man by his own act separates himself from his neighbor when he hates him and turns away from him, and he does not know that he has at the same time cut himself off from the whole social system. Yet he has this privilege certainly from Zeus who framed society, fir it is in our power to grow again to that which is near to us, and again to become a part which helps to make up the whole.

However, if this kind of separation happens often, it makes it difficult for that which detaches itself to be brought to unity and to be restored to its former condition. Finally, the branch, which from the first grew together with the tree, and has continued to have one life with it, is not like that which after being cut off is then ingrafted, but it is something like what the gardeners mean when they say that it grows with the rest of the tree, but has not the same mind with it.

 "Compassion and the world" by H.H. the Fourteenth Dalai Lama

Individual happiness can contribute in a profound and effective way to the overall improvement of our entire human community.

Because we all share an identical need for love, it is possible to feel that anybody we meet, in whatever circumstances, is a brother or sister. No matter how new the face or how different the dress and behavior, there is no significant division between us and other people. It is foolish to dwell on external differences, because our basic natures are the same.

Ultimately, humanity is one and this small planet is our only home. If we are to protect this home of ours, each of us needs to experience a vivid sense of universal altruism. It is only this feeling that can remove the self-centered motives that cause people to deceive and misuse one another. If you have a sincere and open heart, you naturally feel self-worth and confidence, and there is no need to be fearful of others.

I believe that at every level of society—familial, tribal, national and international—the key to a happier and more successful world is the growth of compassion. We do not need to become religious, nor do we need to believe in an ideology. All that is necessary is for each of us to develop our good human qualities.

I try to treat whoever I meet as an old friend. This gives me a genuine feeling of happiness. It is the time to help create a happier world.

"To the Rescue of Birds in Oil Spill: a Fifth-Grader" in USA Today (June 15, 2010. Article describing 11-year-old Olivia Bouler, who has used her own art to raise more than $70,000 for the National Audubon Society's efforts to rescue Gulf of Mexico birds endangered by the BP Oil Spill (visit: www.aol.artists.com/projects/help-the-gulf).

The Individual and the Community:
Seminar Process Assessment

Name: _____

Date: _____

Seminar Title: _____

Ideas/Values: _____

My goal for today's seminar is to (check one):

____ **Give way to another in order to share talk time**

____**Refer to the text in detail**

____**Consider multiple points of view**

____**Speak out of uncertainty**

On a scale of one to five (one being not so good and five being excellent), I would rate myself as a _____ in relationship to my seminar goal because…

Reflection Questions

What did I think about this subject prior to the seminar?

How did the seminar change my thinking about this subject?

What was the most important thing I learned about my classmates during the seminar?

What was the most important thing I learned about myself during this seminar?

Seminar Reflection Guide

Name: Date:
Subject: Grade level:
Text: (title, genre)
Facilitation goal selected:
Participation goal selected:

Part 1
I have led _____ (approximate number) of seminars this year with this class.
Were there any special circumstances that should be considered while reflecting on this seminar?

How did this seminar text[1] address the curriculum?

What did you do to prepare the students for this seminar?

What follow-up activities were planned for the students?

How did you determine student understanding of the ideas and values?

Reflecting on your growth as a facilitator, choose a goal for the next seminar.

Additional Comments

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[1] Throughout this document the word "text" is defined as a primary source material such as an essay, short story, poem, sculpture, painting, play, etc.

Part 2
For each of the following items please circle 1, 2, 3, or 4 as appropriate.
1=unquestionably, 2=probably, 3=possibly, 4=definitely not

Pre-Seminar Activities

1. The text chosen was appropriate for a seminar and the ability of the students.

    1   2   3   4

2. The room was arranged so that participants could easily make eye contact with one another.

    1   2   3   4

3. A process goal was selected before the seminar began.

    1   2   3   4

4. The teacher had clearly stated expectations for behavior as evidenced by the students' actions.

    1   2   3   4

5. Students had adequate preparation for the discussion as evidenced by the quality of comments.

    1   2   3   4

Teacher as Facilitator

1. The teacher was seated on the same level with the students.

    1   2   3   4

2. The teacher took notes/mapped the discussion.

    1   2   3   4

3. The teacher was knowledgeable about the text being discussed and could locate references to aid students in supporting the point being made.

    1   2   3   4

4. The teacher refrained from giving his or her own opinion during the seminar.

    1   2   3   4

5. The teacher helped make connections between ideas.

    1   2   3   4

6. The teacher encouraged student interaction (provided opportunities for shy students, was aware of eye contact).

    1   2   3   4

7. The teacher clarified when students misunderstood or factual errors were made by further questioning or probing if not corrected by other students.

    1   2   3   4

8. The teacher occasionally paraphrased students' remarks when necessary for clarification.

| 1 | 2 | 3 | 4 |

9. The teacher stopped misbehavior quickly and effectively.

| 1 | 2 | 3 | 4 |

10. The teacher accepted and encouraged divergent views and opinions.

| 1 | 2 | 3 | 4 |

11. The teacher included the whole group in discussion and did not focus on a select few.

| 1 | 2 | 3 | 4 |

12. The teacher refrained from summarizing the discussion (telling students what they learned at the end of the seminar).

| 1 | 2 | 3 | 4 |

Questioning Strategies

1. The teacher questioned students, not telling or teaching factual knowledge about the text.

| 1 | 2 | 3 | 4 |

2. The opening question was broad and each participant was given an opportunity to respond (this does not mean every seminar must begin with the round robin technique).

| 1 | 2 | 3 | 4 |

3. The questions posed did not lead students to a preconceived "right" answer.

| 1 | 2 | 3 | 4 |

4. The teacher allowed sufficient wait-time for students to think before allowing responses or asking another question.

| 1 | 2 | 3 | 4 |

5. The teacher was a good listener and framed follow-up questions from student comments.

| 1 | 2 | 3 | 4 |

6. The teacher made smooth transitions between questions asked (not "my next question is").

| 1 | 2 | 3 | 4 |

7. The teacher asked questions that generated higher order thinking (analysis, synthesis, evaluation).

| 1 | 2 | 3 | 4 |

8. The teacher asked closing questions that encouraged students to explore the personal relevance of text.

| 1 | 2 | 3 | 4 |

Student Participation

1. Students had a copy of the text being discussed in front of them or where all could refer to it.

| 1 | 2 | 3 | 4 |

2. Students observed the rules of behavior for seminar participation.

| 1 | 2 | 3 | 4 |

3. Students talked more than the teacher.

| 1 | 2 | 3 | 4 |

4. Students did not require permission from the teacher or other students to speak during the seminar.

| 1 | 2 | 3 | 4 |

5. Students directed comments to each other rather than the teacher.

| 1 | 2 | 3 | 4 |

6. Students showed respect for others' views and opinions by listening and not criticizing others.

| 1 | 2 | 3 | 4 |

7. Students supported their statements with references to the text.

| 1 | 2 | 3 | 4 |

8. Students used each others' names when agreeing or disagreeing with one another.

| 1 | 2 | 3 | 4 |

9. Students asked meaningful questions during the seminar.

| 1 | 2 | 3 | 4 |

10. Students were comfortable sharing opinions based on text evidenced by a conversation-like atmosphere.

Post-seminar activities

1. The process goal was re-examined and suggestions were made for the next seminar.

| 1 | 2 | 3 | 4 |

2. The map or reflections were shared with the students.

| 1 | 2 | 3 | 4 |

3. Students were given the opportunity to further reflect and articulate their thoughts.

| 1 | 2 | 3 | 4 |