

## Lesson Procedures

Note- This module is organized around four basic steps essential to an inquiry. You are welcome, and encouraged, to tailor these steps to the needs of your students. Younger students might need additional direction and collaboration than what is provided here.

### **Step 1: Framing the inquiry**

1. Before beginning this lesson, students should have some familiarity with WWII and the basic conflicts that took place.
2. Post the following question on the board: "Can a major wrong ever be righted?"
3. Have students think about the question for a few minutes.
4. Instruct students to get out a half sheet of paper, and answer the following question:

Think about a time when someone did something that you felt was wrong or upset you deeply. How was this conflict resolved?

5. Together as a class, discuss answers from students who are willing to share.
6. Expect a variety of answers, including some that say the conflict was NOT resolved. Feel free to share an example of your own.
7. Introduce the inquiry question (use the proper grade level question):
  - a. **Grades 5-8:** How does Harry S. Truman demonstrate one of the following character traits through his actions after 1945? Pick one character trait: compassion, integrity, self-control, respect.
  - b. **Grades 9-12:** How did Harry S Truman attempt to right the wrongs of the Japanese Internment Camps? What would you have done to make things right for the Japanese-Americans?
8. Use the background essay (and other sources if desired) to give students context for the inquiry. Consider the following strategies to make this effective:
  - a. The students or teacher might read the essay aloud, establishing the main point of the reading.
  - b. Then revisit the question. How does this information change or expand our understanding of what the question is asking? How does it affect our initial understanding?
  - c. Student should re-read the essay individually, annotating the text and looking for information that might provide answers or clues to their original questions. Students might be asked to record their questions and answers in a class notebook.
  - d. Other activities might involve:
    - i. Opening up the document- research topics that are new or confusing.
    - ii. Using context to infer meaning of new words/phrases
    - iii. Compare the essay to other sources (textbook, articles) on the same topic.

- e. Use the provided worksheets, or create your own, for students to organize evidence collected from the sources.

## **Step 2: Go to the sources**

**Note- Sources are grouped into 3 separate activities. Only the sources designated for the activity should be utilized at that time. Consider the following steps with each formative assessment activity, understanding that students will need less assistance as they repeat the process.**

1. All sources have a story. They were produced by a person at a time and place in history. The instructor should model how to analyze these circumstances in order to predict their influence on the content of the source. These include:
  - a. Examining the creator, predicting what this person might create based on who they are.
  - b. Considering the intended audience of the source, predicting how the content might be influenced its format and purpose.
  - c. Brainstorm the context of the source, paying particular attention to the events, attitudes, and forces at work at that time and place.
2. Use all of this information to predict the reliability and utility of the source. History students should recognize that all sources are worth investigating even if they represent a viewpoint not recognized by themselves or other sources.
3. Students should view sources like a detective looks at a crime scene. Each source should add information towards the questions established in step 1. To support student success consider the following steps:
  - a. Students look over the source to get a general idea of the content.
  - b. Determine whether or not predictions were accurate.
  - c. Ask questions, researching or working with other students to clarify confusion.
  - d. Examine the format of the source. If necessary, model the kinds of questions to ask or details to pay attention to that are specific to that format.
  - e. Categorize the source based on its perspective. Which possible answer does this source support?

## **Step 3: Reviewing the evidence**

**Note - By reviewing the sources and completing the formative assessment activities, students should have gathered many ideas that are relevant to the question. This step allows learners to look at this evidence and formative assessments and decide what it actually reveals. What is the best interpretation based on the evidence?**

1. After reviewing the sources have students complete the formative assessment activities.
2. Use the provided worksheets, or create your own, for students to organize evidence collected from the sources.

3. Once they are finished, go back and look at the finished work for the three formative assessments.
4. Go back to Step 1 and review the possible interpretations of the answer predicted by the class. How many of those panned out? What additional interpretations were exposed through the rest of the learning?
5. In groups, have students discuss possible answers to the inquiry question.
6. At the end of this step students should have the information they need to write a thesis or a claim. There are many resources available to help students construct this statement so use the strategy you like best or consider [this strategy](#). Even if the ultimate product of learning may not be a writing activity, the thesis should still be written to guide what students say or produce related to the question.

#### **Step 4: Communicating an answer**

**Note- By communicating an answer to the framing question students are accomplishing several thinking tasks at once. The teacher does not have to assess everything a student does but should be aware of the importance to model and/or provide quality examples so that this format doesn't get in the way of students sharing what they have learned from the documents. If you have been working specific types of writing or speaking, consider working this step around those goals.**

1. Provided in the materials for this lesson is a resource entitled *Answering the Question*. In determining the product of learning for this lesson consider the following criteria.
  - a. What is the skill level of my students?
  - b. What literacy goals can I support with this product?
  - c. Does the format of the product allow students to communicate a claim and use evidence from the sources to support it?
  - d. Can students have a say in what they produce to show their learning?
  - e. Do all students need to have the same product?
2. Construct a rubric for the product, careful to assess student proficiency towards your class learning goals. A sample rubric is provided following this step.
3. Provide students time to create their initial product in class allowing collaboration as needed. Consider having students get feedback from peers at multiple points in this process. When soliciting feedback from a peer a student should first identify what he/she would like help with, then be prepared to ask for help and input.
4. Before collecting student work, consider having students self-assess their work using the rubric. This is an important step that will help them take more ownership in their ultimate grade.

	<b>0</b>	<b>1- Below Basic</b>	<b>2- Basic</b>	<b>3- Proficient</b>	<b>4- Advanced</b>
<b>P= Your main idea</b>	Is not able to demonstrate any part of this task.	Can create a claim only with guidance from the instructor.	Creates an appropriate claim on a topic but is not able to introduce or give further explanation to the idea.	Clearly introduces and stakes out a position on the topic.	Clearly introduces the range of possible answers on a topic while staking out a clear position that can be supported with evidence.
<b>E= Evidence you have to support your main idea.</b>	Is not able to demonstrate any part of this task.	Includes generalizations or other ideas not aligned to the prompt	Generally alludes to evidence but does not cite it, or draws from only one account;	Refers to relevant and accurate evidence from more than one source and links it directly to specific accounts, mentioning the accounts by name.	Seamlessly integrates evidence from multiple sources by accurately summarizing details and using source information to establish its relevance.
<b>E= Evaluation and Explanation of your evidence</b>	Is not able to demonstrate any part of this task.	Distinguishes or sorts between evidence that is/ is not relevant to answering a question or explaining a point of view.	With minor errors explains how evidence is relevant to the question or point of view of the paragraph.	Accurately explains the significance of the evidence used to answer the question.	Accurately explains the significance of evidence used and evaluates the reliability or utility of the available sources.
<b>L= Link to context/content</b>	Is not able to demonstrate any part of this task.	Provides a conclusion that is confused or is not relevant to the evidence.	Provides a general conclusion sentence that summarizes the main point of with no specific link to the point.	Links the back to the original point by summarizing how the evidence supports the main idea.	Links back to the original point by both placing the evidence within historical context and by summarizing how the evidence supports the main idea.

## Answering the Question

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Truman Presidential  
Museum & Library

*Because document-based activities begin with a question, the most natural way to assess students' learning is to have them answer the question. Typically this involves structuring and organizing evidence in order to complete a formal essay writing. While the informational essay is certainly an important skill in a social studies classroom there are also many other valid ways to have students create well-reasoned explanations based on available evidence. Consider the following options for students to answer the guiding question.*

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1. Allow students to use the [RAFT format](#), guiding them to select some or all of the following variables for student writing: Role, Audience, Format, Topic.
2. Direct students to write an argumentative essay based on the guiding question that is appropriate for their grade level.
3. Ask students to evaluate the formative assessment activities, ranking the usefulness of each in answering the guiding question.
  - a. **Grades 5-8:** How does Harry S. Truman demonstrate the following character traits through his actions after 1945? Pick one character trait: compassion, integrity, self-control, respect.
  - b. **Grades 9-12:** How did Harry S. Truman attempt to right the wrongs of the Japanese Internment Camps? What would you have done to make things right for the Japanese-Americans?