

# Professional Learning Communities in Action

IVC Series with web-based support  
From Utah State Office of Education

**(Broadcasting from the USOE Studio: alias 2123 or 205.124.233.42)**

Adobe Connect for Individuals on the computer use this URL:

<http://connect.schools.utah.gov/slc/>

Support materials can be downloaded at: <http://www.schools.utah.gov/CURR/langartsec/>

September 13, October 11, November 1 Sessions **Archived** at: <http://connect.schools.utah.gov/p3xsdh0ru4j/>

## High School Fridays at 3:00-3:30: Dec 13. Feb. 14

Basic documents for each session:

1. Cognitive Rigor Matrix
2. Close Reading Self-Assessment Rubric (Grade Band 11-12)
3. Argument Writing Rubric (Grade Band 11-12)

FOCUS Standards:

### Reading Standard:

- (Integration of Knowledge and Ideas): **Analyze** how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Argument Writing Standard as Academic Writing (Grade Band 11-12)

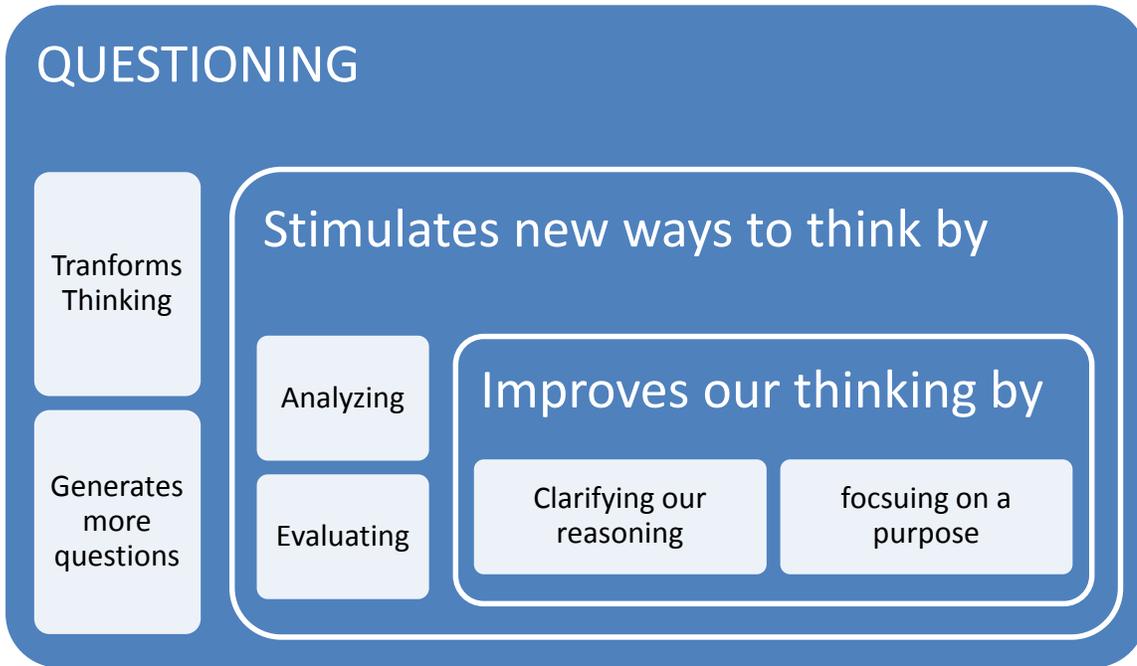
- Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**Learning Task 1:** Read the following excerpts from *The Art of Asking Essential Questions*, and underline the most significant idea for your teaching as you support students in achieving the above standards (Reading and Argument – essential for the SAGE assessments). After reflecting on the implications of this significant idea for your teaching and your students learning, write a summarizing sentence to explain why this idea is significant to you.

#### **Introduction: The Power of Essential Questions**

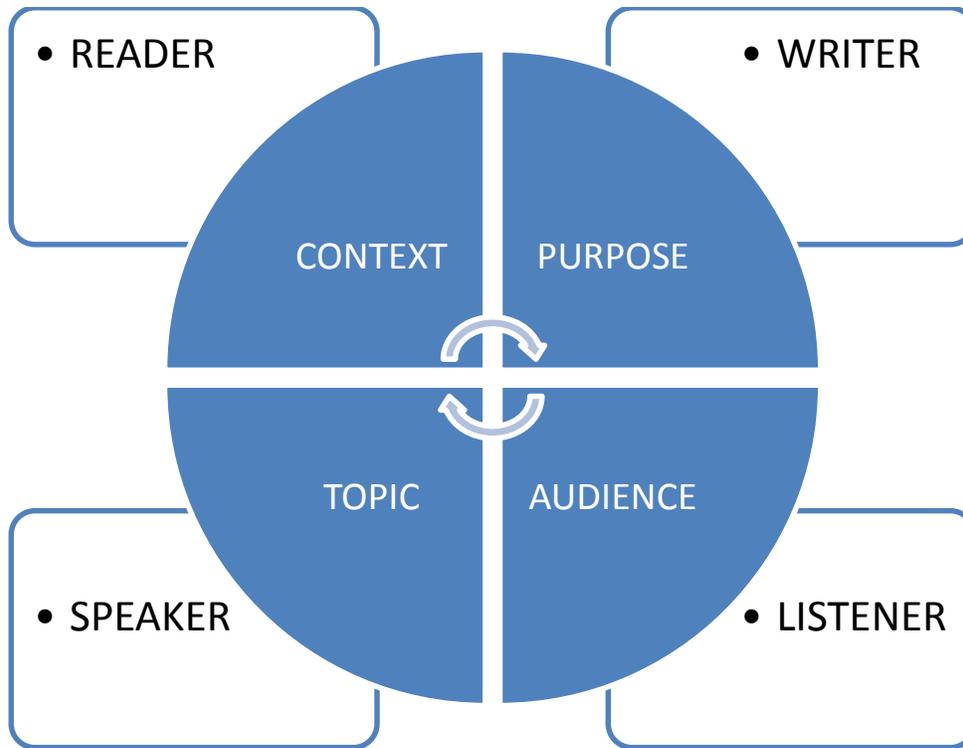
“It is not possible to be a good thinker and a poor questioner. Questions define tasks, express problems, and delineate issues. They drive thinking forward...only when an answer generates further questions does thought continue as inquiry. A mind with no questions is a mind that is not intellectually alive. No questions asked equals to understanding achieved. Thinking within disciplines is driven, not by answers, but questions.”  
TO support students in analyzing multiple texts, we must develop “**Questions of Judgment**”: that is, a question that requires the kind of reasoning with more than one arguable response. Questions with better or worse answers, well-supported and reasoned or poorly supported and/or poorly reasoned. We evaluate responses within a range of possibilities, using the criteria (universal intellectual standards) such as: 1) Clarity; 2) Accuracy; and, 3) Relevance.

Learning Task 2: Study the diagram below. What is interesting to you, or surprising? Write down one sentence to explain your thinking as it relates to your teaching and your students' abilities to be successful in constructing an argument essay.



NOTES:

“The way we read and structure language is always rhetorical: that is, always dependent on how speakers or writers, topics, audiences, contexts and purposes interact to make communication work” (p. 52, 2014, Joliffe & Rosskelly)



Learning Task 3: Download the letter from Roosevelt to Churchill on November 22, 1940 and the letter from Stalin to Roosevelt. Using the two graphics above, construct a series of questions that will support students doing the following:

- (Integration of Knowledge and Ideas): **Analyze** how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Remember: Each letter has a context, a purpose, an audience and a clear topic...what kinds of questions will get students to deeply understand each author's approach?

Letters available to download from: <http://www.schools.utah.gov/CURR/langartsec/IVC-Series---Content-Literacy/December-13-Materials.aspx>

### **TEXT THREE:**

In Gandhi's letter to Roosevelt dated July 1, 1942, he writes:

"I venture to think that the allied declaration: that the Allies are fighting to make the world safe for freedom of the individual and for democracy sounds hollow, so long as India and, for that matter, Africa are exploited by Great Britain, and America has the negro problem in her own home."

**Learning Task 5A:** What can you infer from the above quote by Gandhi about his political party, Indian National Congress, and their stance toward World War II. Base your reasoning on Gandhi's choice of words, be specific.

**Learning Task 5B:** With your partner explain how the meaning of the Gandhi quote can be connected to the previous letters from Roosevelt to Churchill and Stalin to Roosevelt.

**Learning Task 6:** Which of the following claims can best be applied to all three texts (using textual evidence please explain your rationale - reasoning):

- The cost of freedom is the willingness to go to war.
- Non-violent action does not work against aggression.
- Hypocrisy is evident in every government.
- Only force can be used against tyranny.

**OTHER OPTION:** If you do not choose any of the above claims, with another person, please construct a claim of your own which is stated simply in a single sentence and that you can use across all three texts based on textual evidence you will use to explain your reasoning.

