

Teacher's Guide

From Cricket Media



cobblestone®

Discover American History ■



TIME FOR REFORM!

PROGRESSIVE ERA 1890–1920

MAGAZINE ARTICLES

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Teacher’s Guide for *Cobblestone: Time for Reform!*

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OVERVIEW

In this magazine, readers will learn about the many movements and causes taken up during the Progressive Era.

Cobblestone: Time for Reform!

includes information about the journalists, activists, and politicians behind reform movements as well as their successes and failures and the legacy of the Progressive Era.

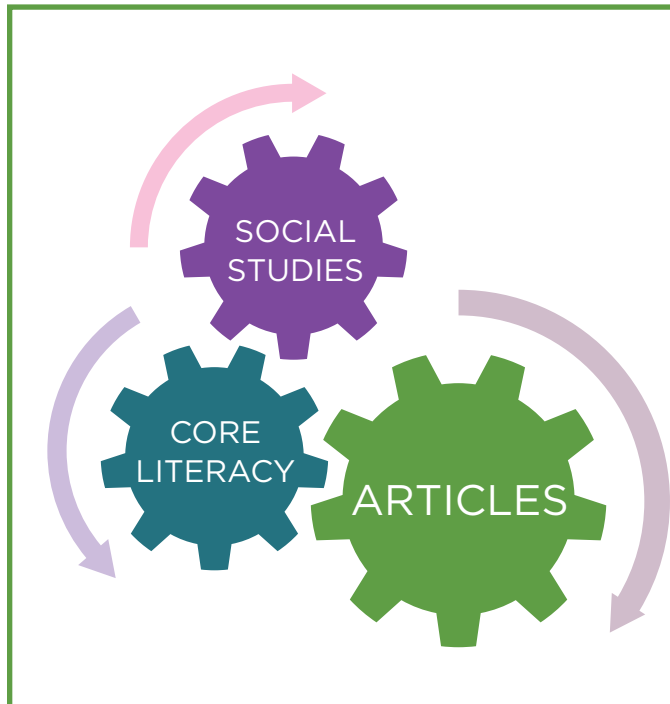
ESSENTIAL QUESTION:

How did the Progressive Era impact Americans’ lives?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ INDIVIDUAL ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 14 - 17

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

Essential Question: How did the Progressive Era impact Americans' lives?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
An Era of Progress Expository Nonfiction	Citizens have rights and responsibilities within a constitutional democracy.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Write a Persuasive Letter 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 1</i>
Saying “No” to Jim Crow Expository Nonfiction	Citizens have rights and responsibilities within a constitutional democracy.	<ul style="list-style-type: none"> Close Reading Determine Point of View Evaluate Evidence Write and Present a Speech 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Writing 1</i> <i>Speaking & Listening 4 & 6</i>
Helping Hands Expository Nonfiction	An individual can create significant historical change.	<ul style="list-style-type: none"> Close Reading Determine Author’s Purpose Interpret Visual Information Write a Skit 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 3</i>
A Failed Experiment Expository Nonfiction	Civic values, as reflected in the laws of a constitutional democracy, can change over time.	<ul style="list-style-type: none"> Close Reading Evaluate Word Choice Analyze an Argument Present an Opinion 	<i>Reading 1, 2, 3, 4 & 8</i> <i>Speaking & Listening 4 & 6</i>
Protect and Conserve Expository Nonfiction	An individual can create significant historical change.	<ul style="list-style-type: none"> Close Reading Evaluate Word Choice Analyze Text Structure Write a Narrative 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 3</i>
The Power of Words Expository Nonfiction	People’s perspectives shape the historical sources they create.	<ul style="list-style-type: none"> Close Reading Determine Author’s Purpose Evaluate Evidence Debate a Topic 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Speaking & Listening 1 & 6</i>
Women on the Rise Expository Nonfiction	Civic values, as reflected in the laws of a constitutional democracy, can change over time.	<ul style="list-style-type: none"> Close Reading Analyze Text Features Interpret Visual Information Research and Write a Biography 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 2 & 7</i>
Visions for Change: The 1912 Presidential Election Expository Nonfiction	Elections are a basic aspect of a constitutional democracy.	<ul style="list-style-type: none"> Close Reading Determine Author’s Purpose Compare Texts Conduct a Survey 	<i>Reading 1, 2, 3, 6 & 9</i> <i>Speaking & Listening 1 & 6</i>
Progress for a New Generation Interview	Citizens have rights and responsibilities within a constitutional democracy.	<ul style="list-style-type: none"> Close Reading Analyze Literary Devices Analyze an Argument Summarize a Text 	<i>Reading 1, 3, 4 & 8</i> <i>Writing 2</i>

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3; Writing 2; Speaking & Listening 1*



During the late 19th and early 20th centuries, activists for social change were known as “progressives.” They fought for change across a variety of issues, from labor and women’s rights to immigration and the environment.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans’ lives?

CORE CONTENT CONCEPT

Social Studies Citizens have rights and responsibilities within a constitutional democracy.

CROSS-CURRICULAR EXTENSION

English Language Arts What are the literal and figurative meanings of the term grassroots? Why do you think it is used to refer to reform movements?

KEY VOCABULARY

grapple (p. 2) to try to solve a problem

intimidate (p. 3) to make (someone) afraid

reform (p. 4) to improve (someone or something) by removing or correcting faults, problems, etc.

tenement (p. 5) a large building that has apartments or rooms for rent and that is usually in a poorer part of a city

PREPARE TO READ

Mention the specific programs your school has for addressing social concerns, like bullying, and the problems they hope to address. Ask students if they feel other issues need reform and why. Have them brainstorm actions they could take to encourage these reforms.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use specific details from the text to make inferences about President Roosevelt. Explain your reasoning. *CCSS Reading 1*
- Which sentence within the text best expresses the main idea? *CCSS Reading 2*
- List the issues Progressives addressed and the ways they used to call attention to them. *CCSS Info Text 3*

Craft and Structure

- **Analyze Text Structure** Why does the author open with a quotation? What other types of openings could have been used? How would this have impacted your understanding of the text? *CCSS Info Text 5*
- **Interpret Visual Information** Study the images and read the captions that accompany them. How do they improve your understanding of the topic? Cite details from the text to support your answer. *CCSS Reading 7*

WRITING

Write a Persuasive Letter Write an essay to persuade the principal or another school official to take action on one of the issues brought up as you prepared to read this article. Be sure to give clear reasons for the need for reform and to explain exactly the actions you want taken.



Following the emancipation of enslaved African Americans, Jim Crow laws were used to promote segregation and keep African Americans from equal treatment under the law. In response, many protested using the tactics of the Progressive Movement, but they did not succeed until the latter half of the twentieth century.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies Citizens have rights and responsibilities within a constitutional democracy.

CROSS-CURRICULAR EXTENSION

English Language Arts Read and analyze the works of W. E. B. Du Bois. Why were his works persuasive for many who read them?

KEY VOCABULARY

denounce (p. 7) to publicly state that someone or something is bad or wrong

resent (p. 7) to be angry or upset about (someone or something that you think is unfair)

PREPARE TO READ

Tell students that for an upcoming research project, some of them will get to use the internet while others will only have access to the school library. Ask them how they feel. Explain to them that segregation led to unequal opportunities.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why didn't emancipation result in equality for enslaved African Americans? Use details from the text to support your conclusions. *CCSS Reading 1*
- How does the title relate to the main idea? Use details from the text to support your answer. *CCSS Reading 2*
- How does the author introduce and elaborate on Ida B. Wells-Barnett's contribution to the struggle for equality? Cite details from the text to support your answer. *CCSS Info Text 3*

Craft and Structure

- **Determine Point of View** Cite specific words in the text that help you determine whether the author agrees with each quotation. *CCSS Info Text 6*
- **Evaluate Evidence** What evidence supports the statement that “former white slaveholders remained in control in the South”? Is it relevant and sufficient? *CCSS Info Text 8*

SPEAKING AND LISTENING

Write and Present a Speech Evaluate the progress made toward guaranteeing and protecting civil rights for African Americans. Has the progress been sufficient? Is there more that should be done? Write a one-minute speech and then present it to your classmates.



Jane Addams started Hull House after witnessing the work of a settlement house in London. Hull House became a model program by working to improve labor conditions and supporting immigrants in their adjustment to life in the United States.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies An individual can create significant historical change.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science
Learn the importance of families and parenting and why having good childcare benefits the individual and the family.

KEY VOCABULARY

adequate (p. 13) good enough

impoverish (p. 10) to use up the strength or richness of (something, such as land)

stricken (p. 10) powerfully affected by disease, trouble, sorrow, etc.

PREPARE TO READ

Ask how many students contribute to charities. Then ask how many work for them. Then ask how many would move in with the people they were helping in order to learn more about them and find more ways to help. Tell students this is what Jane Addams and the other women of Hull House did.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

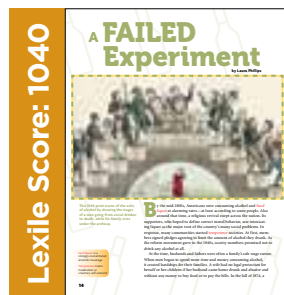
- What factors help to keep the poor in poverty? Cite details from the text to support your answer. *CCSS Reading 1*
- Identify the main idea of each paragraph and use these main ideas to write a summary of the article. *CCSS Reading 2*
- Make a chart of the problems Addams saw and the solutions she helped create in response. (See the Problem/Solution Chart on page 18.) *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** Which details in the text help you determine the author's purpose and what is that purpose? How would more biographical information have affected your view of their purpose? *CCSS Reading 6*
- **Evaluate Visual Information** Cover each image and read its caption. What information does it add to the text? Uncover the image. What additional information does it add? How does the caption support it? *CCSS Reading 7*

WRITING

Write a Skit Write a skit depicting one of the events mentioned in the text. What do you think Addams said to the people running the settlement house in London or to the immigrants she was helping? How did the bureaucrats and officials she convinced to change laws react to her at first? Use your imagination to develop the skit.



The temperance movement succeeded in getting Prohibition passed, but the law increased crime and violence rather than solving the problems created by alcohol use.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies Civic values, as reflected in the laws of a constitutional democracy, can change over time.

CROSS-CURRICULAR EXTENSION

Humanities Read and view fiction sources that depict the era of Prohibition. Write an essay to compare how each media and artist depicts the topic. Include the limitations of each media.

KEY VOCABULARY

bribe (p. 16) something valuable (such as money) that is given in order to get someone to do something

hatchet (p. 15) a small ax that has a short handle

intoxicate (p. 14) to make someone unable to think and behave normally

PREPARE TO READ

Have students write journal entries explaining how they would react if the law banned all video games played on any device. Have them consider both what they would do and how they would do it.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

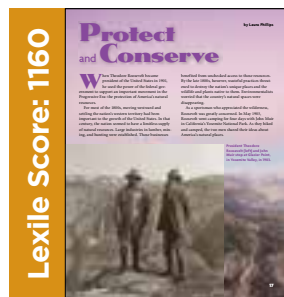
- What can you infer about David Nation based on his actions? *CCSS Reading 1*
- What is the main theme of this text? Cite details from the text to support your view. *CCSS Reading 2*
- What was the relationship between gender roles and the temperance movement? Use details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Evaluate Word Choice** Use a dictionary to gain a better understanding of the differences between taverns, saloons, and speakeasies. What does the term speakeasy suggest about the effects of alcohol? *CCSS Info Text 4*
- **Analyze an Argument** How does the author support the statement that alcohol consumption created family hardships? Quote the text in your response. *CCSS Reading 8*

SPEAKING AND LISTENING

Present an Opinion Create a two-minute presentation expressing your opinion of the motto “moderation in all things healthful; total abstinence from all things harmful.” Use any media that you feel will help you accomplish the task.



President Theodore Roosevelt was among the nation's first environmentalists. He helped preserve lands and monuments for future use while also promoting conservation in other areas.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies An individual can create significant historical change.

CROSS-CURRICULAR EXTENSION

Art In the tradition of President Roosevelt, create posters to promote preservation or conservation. Use resources or locations of concern in your region, if possible.

KEY VOCABULARY

antiquities (p. 18) objects from ancient times

industry (p. 17) a group of businesses that provide a particular product or service

PREPARE TO READ

Draw a scale. Label one side people and the other nature. Draw trees on the nature side and people on their side, drawing more trees than people. Ask why people need trees. For each unique answer, move a tree to the people side and tilt the scale. As the balance tips, have students brainstorm ways to right it.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does the title suggest the article will be about? Read to determine if your predictions are accurate. *CCSS Reading 1*
- Trace the theme of the importance of nature in this article. How does the author elaborate on this theme? *CCSS Reading 2*
- How did Roosevelt's past experience and friendship with Muir influence his decisions? Cite details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Evaluate Word Choice** What are the differences between protection and conservation? Give examples of each. *CCSS Reading 4*
- **Analyze Text Structure** Some sections are chronological, but the entire text isn't. Which sections use a different structure and how do they fit into the overall text? *CCSS Info Text 5*

WRITING

Write a Narrative Write about a visit you made to a preserved or conserved site. It could be a national park or monument, a state preserve, a local park, or any other site that is protected. Remember to include your impression of the space as well as what you did there.



Although yellow journalism was common, many well-trained journalists accurately reported the abuses of the time, sometimes leading to calls for change.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Family and Consumer Sciences How do you prevent contamination when handling food, especially raw meats?

KEY VOCABULARY

asylum (p. 22) a hospital where people who are mentally ill are cared for, especially for long periods of time

contaminate (p. 23) to make (something) dangerous, dirty, or impure by adding something harmful or undesirable to it

corruption (p. 23) dishonest or illegal behavior, especially by powerful people (such as government officials or police officers)

PREPARE TO READ

Examine the illustration at the beginning of the article. Explain to students that some of the “crusaders” are journalists. Ask them to hypothesize what type of “crusade” they may have been on. Then, explain that many reporters at the time sought to fight against accusations that they didn’t report the facts.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about Roosevelt’s views of journalism from the entire article? Cite details from the text to support your answer. *CCSS Reading 1*
- Does “the pen is mighty” make a good main idea and/or theme for this article? Why or why not? Use details from the text to support your answer. *CCSS Reading 2*
- Make a chart of each reporter, the causes they tackled, and their location. (See Journalists chart on page 19.) *CCSS Reading 3*

Craft and Structure

- **Determine Author’s Purpose** Write a paragraph to explain the relationship between the author’s purpose and the main idea. *CCSS Info Text 6*
- **Analyze an Argument** Trace the author’s argument that these journalists supported the “public interest.” List the evidence presented and evaluate whether it is sufficient to support their argument. *CCSS Reading 8*

SPEAKING AND LISTENING

Debate a Topic Should journalists be passionate about their subjects or objective? Debate this with a partner. When you have concluded your debate, switch partners and debate it from the other side.

ARTICLE: Women on the Rise

Magazine pages 26 - 29, Expository Nonfiction



Women were very active in the Progressive Era. Many fought for their own rights as workers and as citizens, eventually gaining the right to vote after a long, 70-year battle.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies Citizens have rights and responsibilities within a constitutional democracy.

CROSS-CURRICULAR EXTENSION

Art Make placards that women might have used in a protest march. Be sure to reference the specific reason for marching.

KEY VOCABULARY

pious (p. 28) deeply religious

strike (p. 27) to stop work in order to force an employer to agree to demands

thug (p. 27) a violent criminal

PREPARE TO READ

Ask students to hypothesize the factors that contribute to people's desire for change. Discuss their ideas. Then ask them why a tragedy where people's lives are lost might lead to increased social support for change.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why might there have been separate organizations for African American women? *CCSS Reading 1*
- Is the main idea presented in the opening paragraph? Cite details from the text to support your answer. *CCSS Reading 2*
- Contrast societies' expectations for women with the actual roles they played. Cite details from the text in your answer. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Features** What is the purpose of the lines above the title? How do they fit into the overall article? Use details from the text within your response. *CCSS Reading 5*
- **Interpret Visual Information** Note the specific details in the text that each image, including the cartoon, supports. What does the image add to your understanding of the text and the times? *CCSS Info Text 7*

WRITING

Research and Write a Biography Research one of the leading members of the suffrage movement and write a brief biography of them.

ARTICLE: Visions for Change: The 1912 Presidential Election

Magazine pages 30 - 33, Expository Nonfiction



Social issues were of primary concern for all four candidates during the presidential election of 1912. The winner was the Democrat, Woodrow Wilson.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies Elections are a basic aspect of a constitutional democracy.

CROSS-CURRICULAR EXTENSION

English Language Arts Read newspaper articles from 1912 that focus on the election. Use them to create character sketches of each candidate.

KEY VOCABULARY

aggressive (p. 31) using forceful methods to succeed or to do something

antitrust (p. 31) protecting against unfair business practices that limit competition or control prices

enterprise (p. 33) a business organization

hostile (p. 30) unpleasant or harsh

PREPARE TO READ

Provide a list of common social issues during political campaigns: healthcare, wages, crime, and equal opportunity. Then ask students what social issues were important during the most recent presidential campaign. Finally, explain that these types of issues were as important in the past as they are today.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How did the start of World War I affect domestic policies? Why might this have been the case? *CCSS Reading 1*
- Is the main theme the same as the main idea in this article? Cite details from the text to support your answer. *CCSS Reading 2*
- Use details from the text to write an explanation of each party's views. Note places where two or more parties agree. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** The author doesn't describe the goals of the Republican party. What does this suggest about his purpose? *CCSS Reading 6*
- **Compare Texts** What is the topic of the caption on page 33? Does it present the same view of the election as the main text? Cite details from the text to support your answer. *CCSS Info Text 9*

SPEAKING AND LISTENING

Conduct a Survey Provide information on all four candidates and then conduct a survey of students in another grade to see who would win their votes. Write a paragraph explaining the results.



Maggie Thompson, executive director of the Generation Progress program at the Center for American Progress, explains the goals of her program and why a career in social justice and activism in general are important.

ESSENTIAL QUESTION

How did the Progressive Era impact Americans' lives?

CORE CONTENT CONCEPT

Social Studies Citizens have rights and responsibilities within a constitutional democracy.

CROSS-CURRICULAR EXTENSION

Math If a student takes on ten thousand dollars in loans at 5% interest for each of four years, how much will they owe when they graduate?

KEY VOCABULARY

discrimination (p. 34) the practice of unfairly treating a person or group of people differently from other people or groups of people

engagement (p. 35) the act or state of being involved with something

pivotal (p. 35) very important

PREPARE TO READ

Show students images of moments where protest or other civil action may have led to real change. Begin with the Progressive Era and move through the Civil Rights Movement to today. Instruct students to think about the people involved and write what they would ask if they could meet one activist.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the relationship between our economy and social structures? Cite details from the text to support your answer. *CCSS Reading 1*
- How do the questions help develop the main theme of the text and what is that theme? Quote the text in your response. *CCSS Reading 3*
- What is the relationship between Generation Progress and the Progressive Era movements? Cite details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Analyze Literary Devices** Analyze the analogy Thompson uses to explain why her job is rewarding. Does the analogy hold up? Repeat these steps for Kennedy's analogy. *CCSS Reading 4*
- **Analyze an Argument** Trace the argument that criminal justice and economic inequality are pivotal issues. Evaluate the evidence presented for each. *CCSS Info Text 8*

WRITING

Summarize a Text Write a summary of the interview. Be sure to include references to the questions so the information flows clearly.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Read many articles and make a chart of the organizations, individuals, methods, results and causes mentioned in them. (See the Issue Analysis chart on page 20.)
- Women were major contributors to the Progressive Movement. Refer to a variety of articles and list the roles they played. Write a paragraph explaining the possible impacts of this on the American family.
- Use all of the articles except for “Progress for a New Generation” to create a timeline of major events during the Progressive Era.
- Refer to “Saying ‘No’ to Jim Crow,” “The Power of Words,” and “Women on the Rise” to learn about the roles of African Americans in Progressive movements. Write a summary of what you learn.
- Teddy Roosevelt was America’s first Progressive president. Find references to his activities in “Protect and Conserve,” “The Power of Words,” and “Visions for Change.” How did his policies and attitudes influence the nation?
- Some Progressive agendas succeeded but others failed or made little progress. What factors limited success? Were these overcome? Could they be overcome in the future? If so, how?

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

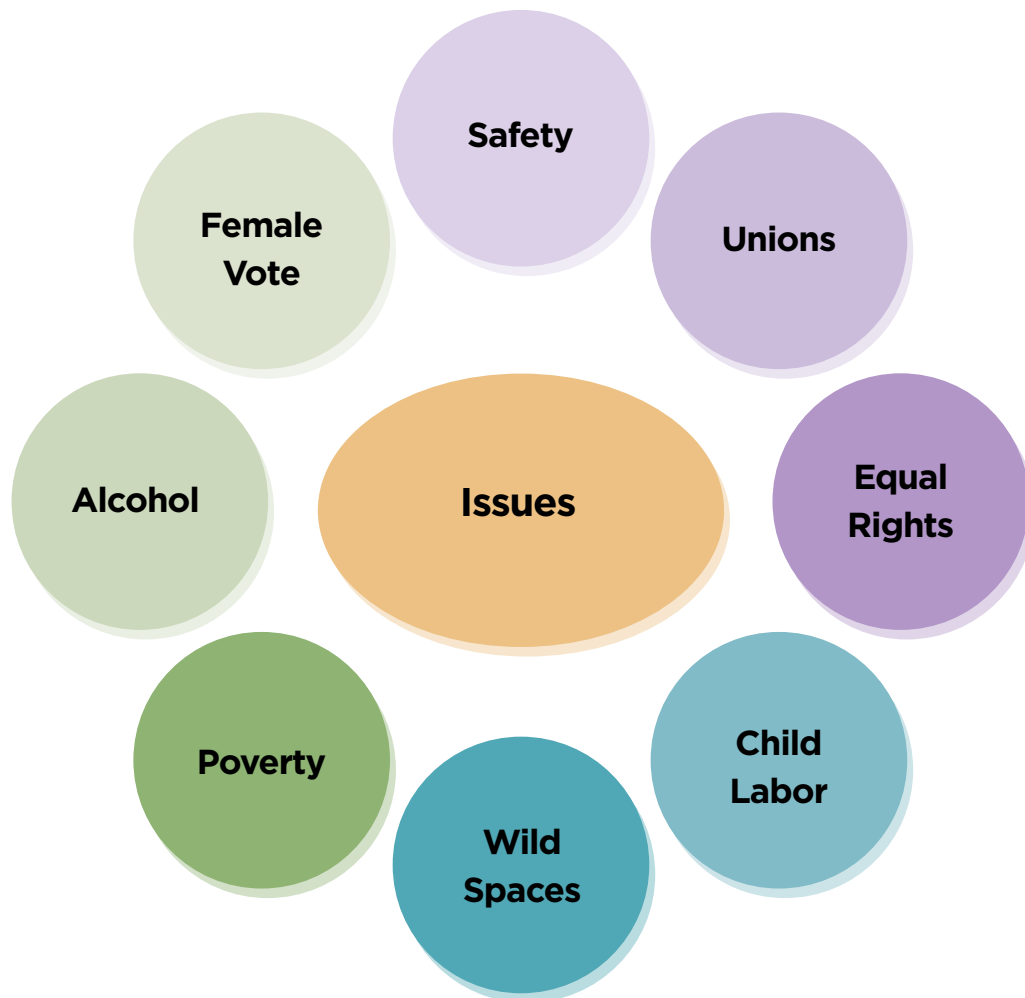
The Progressive Era was characterized by a push for reform in many aspects of society. Many of the movements succeeded because people made sure their voices were heard. They marched and wrote letters. They reported conditions and expressed concerns. In this Mini-Unit, your students will become Progressives. They'll select a contemporary issue they want to campaign for and write an editorial to help promote their causes. They'll also learn about the editorial section of a newspaper.

ENGAGE

READ FOR A
PURPOSE

APPLY

ENGAGE: Engage students in the topic of the Progressive Era by asking students to consider how the Progressive Era changed America. Show students the organizer below. Explain why each item was considered a problem by Progressives and the step the Progressives took to get it resolved. Note the results as well and allow the students to express their own opinions.



READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: Action Section Explain the aspects of good reporting. Then read an editorial from a newspaper. Ask if it meets the tenets. Point out opinions if necessary. Tell students that newspaper reporters and editors are human beings with their own ideas and values. The needs of good reporting keep them from presenting their views in news stories, but newspapers have specific sections for these. They are the editorial sections. Editorial columns express the opinions of one or more editors of the paper and explain the actions they hope people will take. These sections also often contain letters from readers that also express opinions.

Show students examples of editorials. Look at the structure of each example and determine the opinion being expressed.

One of the keys of the Progressive Movement was that many people were demanding action. Their voices had to be heard. Newspaper editorials are a means of accomplishing this. Explain that students will write their own editorials for an issue the Progressives addressed. Decide length limits for the editorial and whether the students will work as individuals, in pairs, or in small groups.

RETURN TO THE TEXT: Explain to students that before they can write their editorials, they must gather information to select a topic and form their opinions. Have students read the entire issue and take notes on any topics they feel passionate about. Decide if a student or group will be allowed to write on more than one topic.

APPLY: ACTION SECTION

Now that students have revisited articles on Progressive Era topics that interest them, they are ready to write and share their editorials.

STEP 1: Select a Topic

Have students review their notes and use these to select a topic. Remind them that it's easiest to defend opinions they are passionate about.

STEP 2: Complete the Graphic Organizer

Show the students the graphic organizer, Editorial Format, on the next page. Explain that it will help them organize their notes and new ideas into a complete editorial. Review the parts of the editorial and have students complete the organizer.

STEP 3: Write and Conference

Students will use the Editorial Format organizer to write their first drafts. Have them conference with each other to check grammar, spelling, and punctuation. They should also ensure that the opposition's views and their own counter-arguments to those views are clear. Lastly, ensure their own views are clearly supported with facts and details.

STEP 4: Final Draft

Once conferences are complete, students will write their final drafts.

STEP 5: Publish

Arrange the editorials into your own class Op/Ed pages. Display the completed editorials on a classroom wall.

EXTENSION:

Have students write editorials for the school newspaper or local presses on topics they care about.

NAME: _____

EDITORIAL FORMAT

Introduction (Thesis + Opinion):

Opposition (Valid Point from the Other Side):

Refutation (Your Answer to that Point):

Other Support:

Conclusion (Solution + Restated Thesis):

NAME: _____

PROBLEM/SOLUTION CHART

Problem	Solution

NAME: _____

JOURNALISTS

Name	Location or Publication	Issues

NAME: _____

ISSUE ANALYSIS

Article	Page	Social Reform Sought	Organizations and Individuals	Methods Used	Results

Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

**STATE OR
DISTRICT
STANDARD**

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

