



**Fortifying Content, Thinking, & Language Development in Secondary History-Social Science Lessons**

Jeff Zwiers  
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 jeffzwiers.org/march26  
 jzwiers@stanford.edu

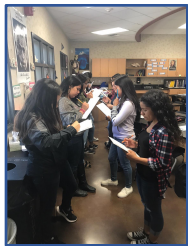
**What we are doing**

<p>Three big ideas that you have been, are, or will develop in your classes</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>Five historical thinking skills that your students need to work on most</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p>Four of the most common lesson activities that you use</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
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**AGENDA**

1. Introductions and challenges
2. Authentic communication
3. Structured interaction activities
4. Application time
5. Lunch
6. Conversation Overview
7. Conversation Activities
8. Application Time




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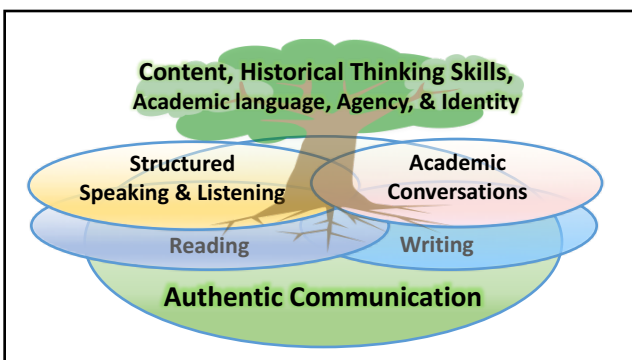
**Focal Students**


Do you have any students who can and want to learn grade level content (and beyond), but they:

- aren't motivated enough by points and grades?
- have learned to "play" school?
- don't want to play school?
- do the bare minimum?
- have adeptly figured out how to talk as little as possible in activities that require talk?
- feel like their ideas aren't valued by others?
- struggle academically because of language?

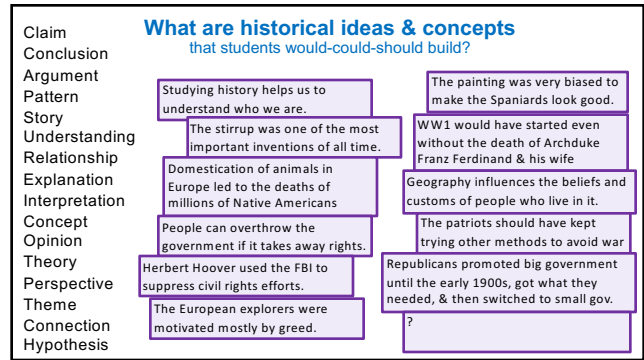
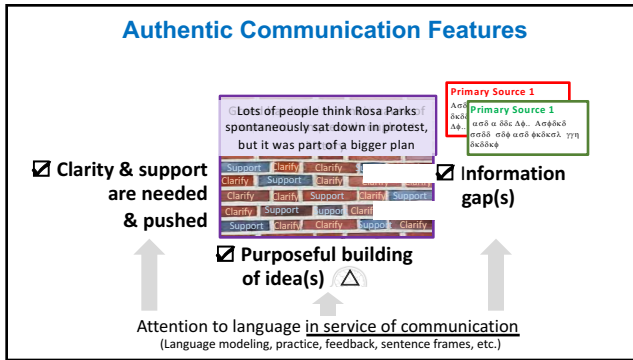


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<p><b>Pseudo-Communication</b></p> <p>Using language in <b>non-meaningful ways</b> (e.g., for getting points &amp; praise, showing learning, winning, etc.)</p> 	<p><b>Authentic Communication</b></p> <p>Using language to do <b>meaningful things</b> that just one person can't do. (build, create, change, decide, clarify, negotiate, argue, etc.) (R-W-L-S-C)</p>
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### CONTENT: Building Ideas in the Standards & Framework

One of the main purposes of the Constitution is to help protect ordinary Americans against abuse of power by those in authority.

“Beyond learning about the process by which the Constitution was created, students recognize the great achievements of the Constitution: (1) it created a republican form of government based on the consent of the governed—a bold, new experiment; (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests through a system of checks and balances based on the separation of powers into three branches of government, and a Bill of Rights designed to protect individual liberties from federal government overreach; and (3) it provided an amendment process to adapt the Constitution to the needs of a changing society.” (CA H-SS Framework)

### Use HISTORICAL THINKING SKILLS to Build Ideas

**Identify & evaluate causes & effects**

**Make connections**  
(compare, contextualize, & find patterns)

**Empathize**

**Analyze & evaluate sources to support answer(s) with evidence**  
(for bias, accuracy, purpose, logic, corroboration)

**Build up an Answer to be as Clear & Strong as Possible**  
(idea, claim, argument, explanation, hypothesis)

**Ask a Significant Question**

Discern worthiness of the topic

Clarify purpose of question

### An Example of Idea Building

(This will be different in the mind of each student.)

One of the main purposes of the Constitution is to help protect ordinary Americans against abuse of power by those in authority.			
What my mom said about freedom	Conversation with Leo about new Amendment	Is there a need to improve it?	Compare to other key documents
I think writers hated thought of monarchy	News article about Electoral college or not	Diagram of 3 branches	David's poster of how Senate works
Senators need to be re-elected	Youtube: free speech march	Recent veto of national emergency	Read chapter section on separation of powers
Examples of abuses of power	Our school's list of rights	Found bias in article on First Amendment	What Leah said about checks & balances
What does 'abuse of power' mean?	Analyzed Bill of Rights to see protections	One cause: had in mind the former abuses of England.	
Why is the Constitution important?			

### An Example of Idea Describing

One of the main purposes of the Constitution is to help protect us from government people doing bad things to us. For example, one of the causes for writing it was they didn't want a king to have all the power and make us pay unfair taxes or put us in jail because we don't agree with him. The amendments make sure that we have rights protected by law. Like the first amendment says you have free speech. For example, you can disagree with what the president says and they can't arrest you for it. And you can do any religion that you want. This was because in England they didn't like to be told what to believe. It also set up the 3 branches of government so that not just one could take over. It's called checks and balances. For example, the president's recent national emergency was voted down in Congress.

We need to think of academic language development at the paragraph level and above.

### Building Ideas Mindset

What ideas am I/we building this week and how do these tasks & texts help?

Is this idea as clear and strong as possible?

How can I help others build their ideas as much as possible?

What new ideas can I start building today?

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The most important thing that students must learn in school is how to build up ideas.

Structured Interaction Activity  
(an Enhanced Pair-Share)

## Transition Improv Activities

### Transition Improv: For-Against (or Pro-Con)

**Topics:** Social media, Electoral college, Chinese landing in the Americas in 1421, presidential appointment of justices, capitalism, socialism, communism, democracy\*, JFK conspiracy, entering the Vietnam War, studying ancient tombs, French Revolution, Black Plague

**Transitions:** *Motion* **However,**  
**On the other hand,**  
**Then again,** but

**Frames:**

One reason for ... is ... For example, ...  
 Evidence that supports ... is ... because ...  
 An argument against ... is ... For example, ...  
 Evidence that does not support ... is ... because ...

**Listeners can & should:**

- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about...?"

A & B, motion  
\*2 texts

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### Transition Improv: Similar-Different

**Topic:** Russian Revolution & Chinese Revolution; Railroad development in Britain & France; Colonial experience in Kenya & Senegal; Socialism & communism; Northern & southern soldier in American Civil War; Patriots & Loyalists; 1910 & Now; Jefferson & Hamilton; Locke & Hobbes; ?

**Transitions:** **However,**  
**On the other hand,**  
**Then again,** but

**Frames:**

Unlike Locke, Hobbes believed \_\_\_\_, which ...  
 Locke and Hobbes both \_\_\_\_, which ...  
 Hobbes' philosophy differed from Lockes in that \_\_\_\_  
 In the eyes of \_\_\_\_,...

**Listeners can & should:**

- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about...?"

A & B, motion

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### Transition Improv: Causes & Effects

**Topics:** Civil War, European explorations, Roman Empire, Chinese visiting the Americas in 1421, Bay of Pigs incident, Nazism, election of (Obama, Trump, etc.), the Cold War, Spanish Inquisition, Louisiana Purchase, WWI, WWII, Civil Rights Movement, Trail of Tears, Battle of the Alamo,

**Transitions:** **However,**  
**On the other hand,**  
**Then again,** but

**Frames:**

A major cause of ... was ... This is because  
 Evidence of this ... was ... because...  
 A major effect of ... was ... For example, ...  
 The ... led to...because...

**Listeners can & should:**

- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about...?"

A & B, motion

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### Do Info Gap Activities...

have any features of Authentic Communication?

develop any historical thinking skills?

- Identify & evaluate causes & effects
- Make connections (compare, contextualize, & find patterns)
- Empathize

Analyze & evaluate sources to support answer(s) with evidence (for bias, accuracy, purpose, logic, corroboration)

Build up an Answer to be as Clear & Strong as Possible (idea, claim, argument, explanation, hypothesis)

Ask a Significant Question

Discern significance of the topic      Clarify purpose of question

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## How can you use Transition Improv activities?

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## Stronger-Clearer Each Time Activity

Structured Interaction Activity  
(enhanced Think-Pair-Share & Give One Get One)

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### “Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

What's an example of fighting?

(PRE)  
Bad things happen when they meet. Wars start.

A begins and B listens and asks clarify & support questions. Go.

Take two-word notes. New partners! Don't forget to use examples. Stronger + Clearer!

Manuel

I think it's both good and bad. Like you learn from each other, but also you can fight.

The Aztecs and Spain. They didn't like each other.

Partner

What happens when cultures meet and why?

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### “Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

What happens when cultures meet and why?

My notes: Bad, wars, both, learn religion, mix

Take two-word notes. Switch partners! Don't forget to use examples & ask to clarify & support. Stronger + Clearer!

Manuel

I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps to learn how others live. Like religion. But wars can happen, like you said.

What do you mean they learn religion?

Maybe not learned, but like mixing religions together.

Partner

What happens when cultures meet and why?

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### “Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

What happens when cultures meet and why?

When cultures meet, it helps to learn how others live. Like religion. But wars can happen, like you said.

When cultures meet, it helps to learn how others live. Like religion. But wars can happen, like you said.

Manuel

I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps to learn how others live. Like religion. But wars can happen, like you said.

When cultures meet, it helps to learn how others live. Like religion. But wars can happen, like you said.

They learn from each other like new some cultures best and share. They start wars.

(PRE)  
Bad things happen when they meet. Wars start.

(POST)  
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

Partner

What happens when cultures meet and why?

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**Stronger-Clearer Pre- & Post-Writing Sample (7<sup>th</sup> History)**

**Prompt:**  
Was Martin Luther right or wrong in nailing his 95 theses to the church door?

Martin Luther die right on nailing the 95 theses on the Catholic Church

**1. Pre-Write**

**2. Interactions**

Martin Luther should of nailed the 95 theses because he created a lot of rules of the church. one is he changed the idea of going your way out of hell you had to pay a lot of money to get in heaven. He was able to change the bible to the language that every one <sup>and</sup> understand.

**3. Post-Write**

*Do Stronger & Clearer Activities...*

have any features of Authentic Communication?

develop any historical thinking skills?

**Support Clarify Clarify**  
**Clarify Support Clarify**  
**Clarify Support Support Clarify**  
**Support Clarify Clarify Support Clarify**

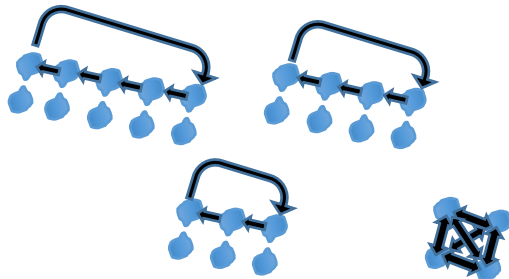
**Identify & evaluate causes & effects**    **Make connections (compare, contextualize, & find patterns)**    **Empathize**

**Analyze & evaluate sources to support answer(s) with evidence (for bias, accuracy, purpose, logic, corroboration)**

**Build up an Answer to be as Clear & Strong as Possible (idea, claim, argument, explanation, hypothesis)**

**Ask a Significant Question**  
Discern significance of the topic    Clarify purpose of question

**Interaction Mini-Lines**



**“Stronger & Clearer Each Time” Grid**

<b>Name</b>	<b>What were the results of the industrial revolution(s)? How were technology and the environment transformed by industrialization?</b>
<b>Me</b>	(Just two or three key words, if any)
1.	
2.	
3.	
<b>Me</b>	

**“Stronger & Clearer Each Time” Grid**

<b>Name</b>	<b>Have germs played a key role in human history? How?</b>
<b>Me</b>	(Just two or three key words, if any)
1.	
2.	
3.	
<b>Me</b>	

**Listeners can & should:**  
- Prompt for clarification  
- Prompt for support  
- Help with “What about...?”

One major role that germs played was...because...  
This was significant because...  
Even though.....  
I disagree with you.

10 sec “take w/ me” | Highlight the writing  
jigsaw variation | Follow w/ conversation

**Stronger & Clearer Each Time: Opinion Continuum**

I think the Dust Bowl was caused mainly by policies.

I think it was mostly farming practices; they farmed too much land.

I think it was arrogance; they thought they had tools and ways to win against nature.

I was on policy but moved a little. I think Juan was right about people not farming right, like they left the lands dry.

I don't know. At first I was all on policy because the government gave them land to farm. And farming it made it loose. But they were arrogant, too; they thought they could control nature, but they were wrong.

Silvia    3rd Partner

**Was the Dust Bowl a result of federal policy or arrogance?**

Policy	<b>Me</b>								Arrogance
			<i>Juan</i>			<i>Collet</i>			

### APPLICATION TIME



Think about how you might plan using **Stronger & Clearer Each Time** activities-- and/or adaptations in your upcoming units or lessons.

### Enhancing Activities w/ Authentic Communication

Read & answer questions, Create a group poster, Write a lab report, Whole class discussion, Simulation/dramatization, Literature Circles, Solve words problem in pairs, Take notes, Create a story, Watch a video, Writers' Workshop, Socratic Seminar, Four Corners, Oral Presentation, Gallery Walk, Think-Pair-Share, **Jigsaw**, Games (e.g., Bingo, Jeopardy)

Building Big Idea(s)	Clarity & Support Needed & Pushed	Information Gaps
Make an informed decision on which route to take to California in 1860	In expert group practice in pairs; partner asks C/S. In home groups no notes; members ask clarify/support	4 articles describing the positives and negatives of the four main routes

### Enhancing Activities w/ Authentic Communication

Read & answer questions, Create a group poster, Write a lab report, Whole class discussion, Simulation/dramatization, Literature Circles, Solve words problem in pairs, Take notes, Create a story, Watch a video, Writers' Workshop, Socratic Seminar, Four Corners, Oral Presentation, Gallery Walk, Think-Pair-Share, Jigsaw, Games (e.g., Bingo, Jeopardy)

Building Big Idea(s)	Clarity & Support Needed & Pushed	Information Gaps



### Academic Conversations

### Conversation

“Conversations can leave us pondering and processing ideas which, in turn, contribute to the **inner dialogues** that we hold in our heads throughout each day (Vygotsky, 1986).”  
These inner dialogues continually shape our thoughts and language.



### The Power of Conversations

(Why face-to-face communication is worth it)

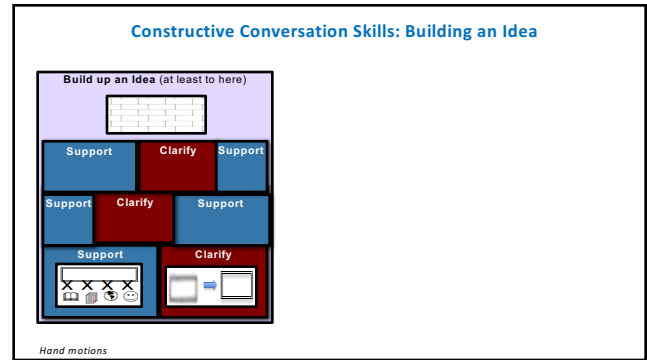
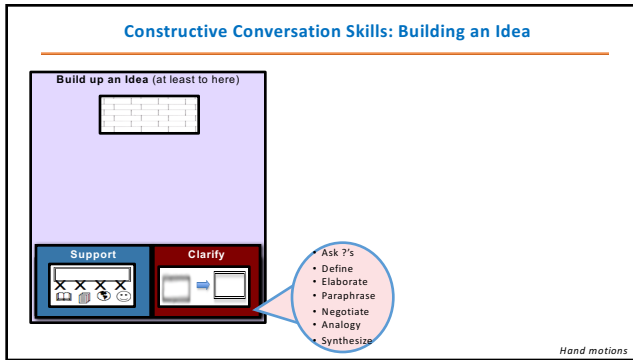
**CONTENT: Clarify, Use, & Reinforce**

**LANGUAGE: Input + Output**

### FORMATIVE ASSESSMENT

**ACADEMIC THINKING: Critical & Creative**

**Social Skills, Relationships Voice, Empathy, Equity, Agency, Identity, Belonging**



### Formative Assessment Tools: (e.g., Conversation Observation & Analysis Tool (COAT))

**PROMPT:**

Useful & Engaging Purpose  Need to talk + Unique ideas  Clear and Helpful Directions

**QUANTITY**

# of Turns  Length of turns  Equity

**QUALITY**

Use conversation skills:  Pose  Clarify  Support  Evaluate to authentically build and argue useful ideas

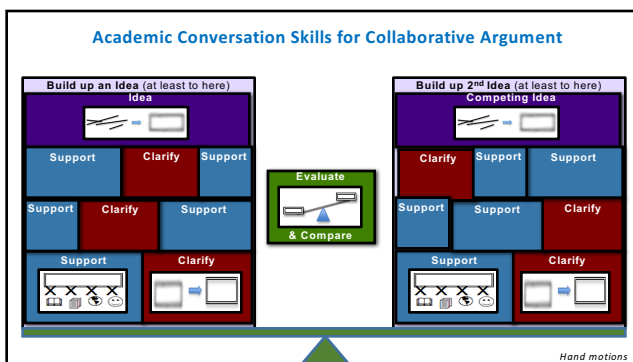
**OTHER KEY SKILLS**

Listening  Speaking  Thinking  Content  Nonverbal  Valuing Ideas

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### Research: Analyzing Conversations (DRAFT)

	In each conversation	Minimal Value (n = 13)	Some Value (n = 27)	High Value (n = 20)
<i>t</i>	# of turns per conversation	$t < 7.5$	$7.5 < t < 10.2$	$10.2 < t$
<i>c</i>	# of Clarify moves (C) per Idea (includes prompts for clarification)	$c < 1.1$	$1.1 < c < 2.4$	$2.4 < c$
<i>s</i>	# of Support moves (S) per Idea (includes prompts for support)	$d < 1.0$	$1.0 < d < 1.8$	$1.8 < s$
<i>m</i>	# of (Clarify + Support) moves per Idea	$b < 2.1$	$2.1 < b < 4.1$	$4.2 < m$
<i>w</i>	Mean length of turns (# words)	$w < 10$	$10 < w < 15$	$15 < w$
<i>p</i>	Rating of the prompt	$p < 1.2$	$1.2 < p < 2.4$	$2.4 < p$



### Model and Analyze Conversations

Laura: What caused the fall?  
 Eli: The text said disease and war.  
 Laura: It also said crops and poonies  
 Eli: All of them, I guess.

Mansur: I think this article was biased.  
 Lynn: I don't know. I think it was pretty true.  
 Mansur: But it left out the part about all the people who died for the cause.  
 Lynn: Well, maybe there wasn't room.  
 Mansur: Maybe.

**Build up the first idea first!!!!!!**

*3a 9ab  
8c - 6 c<sup>2</sup> - 4*

### Model and Analyze Conversations

A: Why'd they write this article?  
 B: I think to tell about the Boston Massacre. But I don't think it was a massacre.  
 A: What do you mean? Look at the picture.  
 B: I don't think it happened like that, and like only five people were killed. That's not a massacre. A massacre means lots of people die.  
 A: Maybe they wanted to make it sound really bad. Like in the painting.....  
 B: But why?  
 A: Maybe get people mad to fight against the British. They didn't all want to fight. Like rich people, maybe...  
 B: Why not?  
 A: Cuz maybe they might lose all their stuff in a war....  
 B: Yeah. I might be like that, too, especially if I thought we might lose. But so I still think it a lie to call it a massacre.  
 A: I don't know. Probably it was a lie, but it worked, right? It got the war going.  
 B: But it was lying. I don't think people should lie, even if it helped us get free.  
 A: Maybe not, but I think there's been a lot of lies like that in history. Even now.



### Assessing Conversations & Their Impact (WCW)

Prompt: Was the New Deal a success or failure?

Student on Left (Pre-)

The new deals overall effectiveness was a success. This event in the Great Depression succeeded in many ways. One example is the Fireside Chat. The Fireside Chat gave opportunities to citizens to start working unie again. President Roosevelt wanted especially young men to start working in forestry and flood prevention work to help out the country back on its feet. Another example was the WPA Tour. The WPA Tour got people jobs for construction and artists. During the WPA tour, people also got education because of the schools construction workers built.

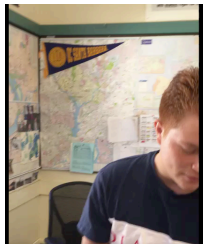
#### WRITING ASSESSMENT

- Pose one or more relevant & buildable idea(s)
- Support idea(s) with evidence, examples, explanations (accurate content)
- Clarify idea(s) & terms
- Disciplinary thinking (cause-effect, interpret, perspective, bias, analyze...)
- Language use (Vocabulary, Grammar, Organization)
- If it's an argument: evaluate and compare ideas to choose strongest/heaviest\*

### The Conversation

#### CONVERSATION ASSESSMENT

- Pose relevant & buildable idea
- Build up idea by supporting it with evidence, examples, explanations
- Build up idea by clarifying
- Use historical thinking
- If argument: build up both sides and evaluate, compare, and choose strongest/heaviest
- Value each other's ideas
- Use nonverbal communication

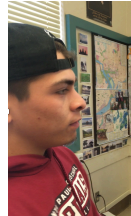


In my opinion the New Deal was a success because

L1

### Comparing Pre- and Post-Writes

Student On Left (Pre-)



The new deals overall effectiveness was a success. This event in the Great Depression succeeded in many ways. One example is the Fireside Chat. The Fireside Chat gave opportunities to citizens to start working unie again. President Roosevelt wanted especially young men to start working in forestry and flood prevention work to help out the country back on its feet. Another example was the WPA Tour. The WPA Tour got people jobs for construction and artists. During the WPA tour, people also got education because of the schools construction workers built.

### Third Observer Notes & Coaching

1. As talkers converse, observer takes notes on the Idea Building Note-Taking Form, or something similar.
2. Make suggestions verbally or silently on sticky notes, when needed.

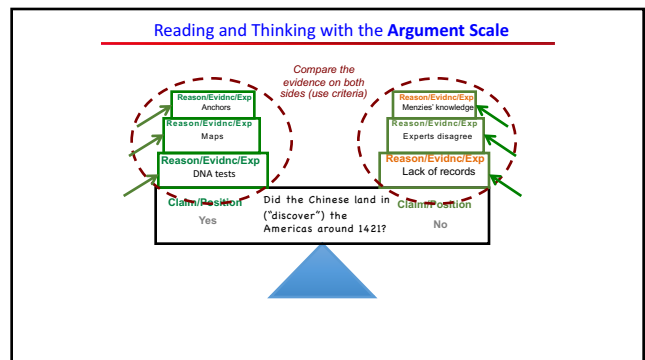
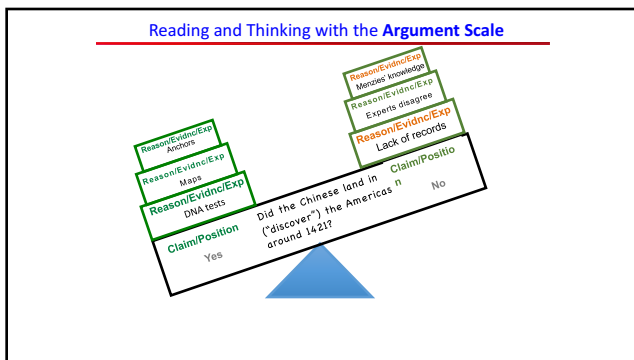
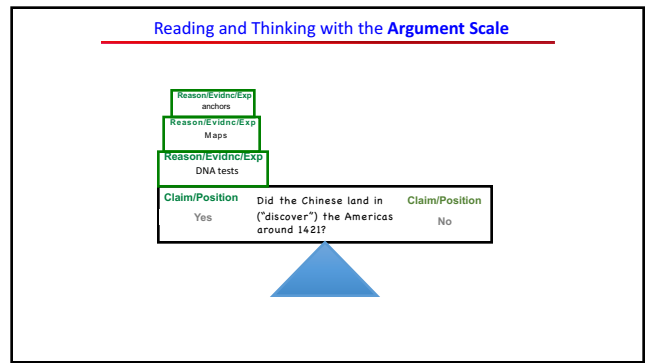
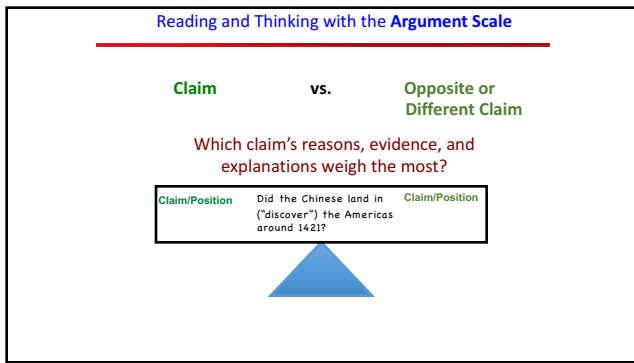
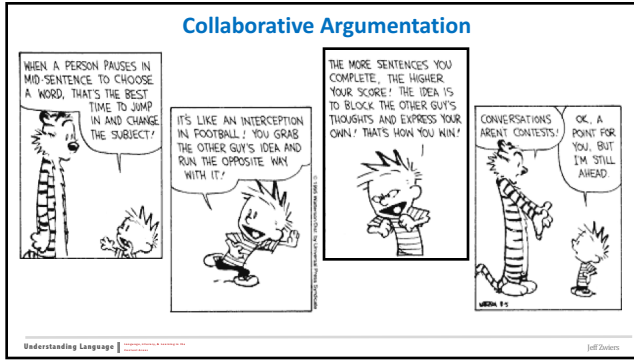


Refer to the text	Ask for an (another) example to support the idea
Define the term:	
Explain how evidence supports the idea/claim	Ask your partner to share more

### Academic Conversation with 3<sup>rd</sup> Observer-Coach

Prompt: **What should your students know and be able to do, history-wise, by the end of the school year. Why? Build up one idea as strongly and clearly as possible.**







### Reading and Thinking with the Argument Scale

Choose a side and argue why it "weighs more"

2D-Scale

3-D Version

### YOUR TURN (3<sup>rd</sup> observer-coach)

First, collaborate to generate a meaty argument-based question about these paintings.

**Which painting should be shown in the National Gallery? Why?**  
 (Build up both sides of the argument and evaluate which side is better supported. Don't forget to clarify and support with evidence to make both sides as clear and strong as possible.)

### Do Academic Conversation Activities...

have any features of Authentic Communication?

develop any historical thinking skills?

Identify & evaluate causes & effects

Make connections (compare, contextualize, & find patterns)

Empathize

Analyze & evaluate sources to support answer(s) with evidence (for bias, accuracy, purpose, logic, corroboration)

Build up an Answer to be as Clear & Strong as Possible (idea, claim, argument, explanation, hypothesis)

Ask a Significant Question

Discern significance of the topic

Clarify purpose of question

### Weaving Conversations into Lessons

<b>BEGINNING</b>	<ul style="list-style-type: none"> <li>Recap/review needed material</li> <li>Generate questions</li> <li>Motivate</li> </ul>
<b>MIDDLE</b>	<ul style="list-style-type: none"> <li>Pre-writing</li> <li>Learn from others</li> <li>Practice thinking &amp; describing ideas</li> </ul>
<b>END</b>	<ul style="list-style-type: none"> <li>"Try out" ideas on others</li> <li>Solidify ideas from texts</li> <li>Clarify misconceptions</li> </ul>

### Sample Next Steps

- Have students **engage in conversations** to build disciplinary ideas; you and they assess and reflect.
- Model giving feedback as an observer**; Have a student be a third observer-coach to take notes and support conversations
- Scaffold conversations** by modifying time, turns, frames, reading, writing, visuals (e.g., balance scale), and/or partners
- Model conversations & analyze them** for skills (**clarify, support, evaluate**) for **building ideas** and **choosing stronger sides of arguments**
- Weave building ideas, clarifying and supporting** into all activities and discussions (whenever students read, write, listen, speak)
- Have 2<sup>nd</sup> and 3<sup>rd</sup> pair-shares** (e.g., Stronger-Clearer) in which students practice, push selves & others, and are pushed to **support** ideas and **clarify**
- Improve pair-shares:** (A) More prompting for purposeful **building of ideas**; talker builds; (B) Listener prompts talker to **clarify and support**; (C) Structure time for A and B students

Cultivate a classroom culture in which constructive conversations thrive

### Conclusion

**A conversation has a spirit of its own...That is, it allows something to 'emerge' which hence forth exists.**

--Hans Georg Gadamer

Jeff Zwiers | jzwiers@stanford.edu | jeffzwiers.org/march26