

ABSTRACT

Title of Document: USING ARGUMENTATIVE DISCUSSIONS
TO ENHANCE THE WRITTEN ARGUMENTS
OF MIDDLE SCHOOL STUDENTS IN
SOCIAL STUDIES CLASSROOMS

Daniel R. Wissinger, Doctor of Philosophy, 2012

Directed By: Associate Professor Susan De La Paz
Department of Special Education

The purpose of this study was to explore the effects of Walton, Reed, and Macagno's (2008) dialectical framework on middle school students' historical discussions and written arguments. To do this, 151 middle school students from six classrooms were randomly assigned to one of two conditions and asked to participate in a three-week intervention that featured: (a) examining three controversial topics in history, (b) primary source documents, (b) argumentative discussions, and (c) constructing argumentative essays. Because students were taught in small groups, the average performance of 12 groups of students who were assigned to the experimental condition was compared to the average performance of 12 groups of students who were assigned to the comparison conditions. Students in the experimental condition learned argumentative schemes and asked critical questions during discussions. Students in the comparison condition participated in the same historical investigations, received the same materials for instruction, engaged in discussions, and learned about text structure for writing argumentative essays in ways comparable to the experimental group, but used a traditional set of questions during discussions.

The findings indicated a significant relationship between teaching students to use argumentative schemes and to ask critical questions during discussions and performance on students' resulting content knowledge. Main effects were also evident regarding students' historical thinking, a writing outcome that reflected use of evidence, ability to write from an author's perspective, use of contextual information, and the inclusion of rebuttals in their essays. While significant differences were not present between conditions on three outcome measures (i.e., reading comprehension, length of essays, or overall writing quality) students' in both sets of groups averaged moderate-to-high scores for reading comprehension and constructed essays that were considered proficient or advanced on the PSSA writing rubric. Taken together, the results of the study were encouraging and align with many of those in the existing literature, which emphasize the positive effects of integrating discussion in classroom activities.

USING ARGUMENTATIVE DISCUSSIONS TO ENHANCE THE WRITTEN
ARGUMENTS OF MIDDLE SCHOOL STUDENTS IN SOCIAL STUDIES
CLASSROOMS

By

Daniel R. Wissinger

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Advisory Committee:

Dr. Susan De La Paz, Chair

Dr. Mark Felton

Dr. Tori Page-Voth

Dr. Jade Wexler

Dr. Wayne Slater

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Dedicated to my father and mother, who sacrificed everything they had, including their time, energies, and often their own well-being, so that my brother, sister, and I could enjoy all the opportunities life has to offer

To my family, Tiffany, Trinity, Trent, and Dugals who supported me unconditionally throughout this process

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“I firmly believe that any man’s finest hour – his greatest fulfillment to all he holds dear...is that moment when he has worked his heart out in a good cause and lies exhausted on the field of battle – victorious (Vince Lombardi, 1965).”

Today, and as my experience at the University of Maryland draws to a close, I feel in many ways that victory has been achieved. Five-years ago, as I was flying home from Cancun, Mexico (July 21, 2007), I wrote five goals in a journal. The first of these was to earn my Ph.D. in Special Education. On May 10, 2012, after defending my dissertation, I returned home, leafed to the excerpt in my journal, and with great joy, drew a line through it. Although the battle was not without its challenges, as well as disappointments, there were many, many good people who served to encourage, motivate, guide, and/or simply support me as I worked toward this accomplishment. Here, I would like to acknowledge and thank these individuals.

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List of Abbreviations

ANOVA: Analysis of Variance

AVDs: Argument Vee Diagrams

CRM: Civil Rights Movement

CR: Collaborative Reasoning

DARE: Develop a stance about the controversy (D), Add evidence from the documents to support your stance (A), Rebut arguments from the other-side by: (1) Identifying the other-sides stance, and use evidence to highlight its weaknesses (R), and End by restating your stance on the controversy (E).

FRPL: Free or Reduced-Price Lunch

GMAT-4: Fourth Edition of the Gates-MacGinite Reading Test

HMRS: Houghton Mifflin Reading Series

HT: Historical Thinking

IES: Institute of Educational Sciences

LD: Learning Disabilities

MEAL: Main Idea, Evidence, Analysis, and Link to the Thesis

NFL: National Football League

NL: Neutral Literacy

PDE: Pennsylvania Department of Education

PLAN: Pick out the main ideas, List main ideas, Add supporting details, Number your ideas

PSSA: Pennsylvania System of State Assessments

PWS: Plan and Write for Summarization

RLH: Reading Like a Historian

SRSD: Self-Regulated Strategy Development

TAP: Toulmin's Argument Pattern

TSI: Text Structure Instruction

WIAT-III: Third Edition of the Wechsler Individual Achievement Test

WQ: Writing Quality

WRITE: Work from your plan to develop topic sentences, Remember your goals, Include transition words, Try to use different kinds of sentences, and Edit your work

CHAPTER ONE

Introduction

A major aim of history education in the United States is for students to develop an understanding of historical investigation and to acquire the abilities needed to engage in complex reasoning. Moreover, argumentation is seen as an important means for supporting students' inquiry into the past (Bain, 2006; Holt, 1990). Unlike the heated back and forth exchanges that many associate with everyday argument, historical argumentation involves a form of intra- and inter-textual discourse where individuals consider evidence, multiple perspectives, and the viability of sources and resolve to reasoned conclusions (Monte-Sano, 2008). Thus, historical argumentation plays a critical role in the development, analysis, and authenticity of historical knowledge and is an important practice in history that makes history unique from other disciplinary knowledge (Shanahan & Shanahan, 2008; Wineburg, 1991).

Research over the past 20 years has highlighted the need for students to develop interrelated understandings to be able to participate in historical argumentation (Monte-Sano, 2010; Rouet, Britt, Mason, & Perfetti, 1996; Shanahan & Shanahan, 2008; Young & Leinhardt, 1998). First, students must know and use the epistemic frameworks that characterize history to develop and evaluate interpretations of the past (Moje, 2008; Seixas, 1993; Wineburg, 1991). Second, students must be able to read and understand multiple, and often conflicting primary and secondary source documents (Young & Leinhardt, 1998). Third, they must know how to participate in discourse (i.e., group discussions, oral dialogue) according to norms that shape how knowledge is formulated, communicated, argued, and debated in history (Naumann, Wechsung, & Krems, 2009).

Fourth, students must then be able to transfer this information into the construction of well-articulated written arguments (De La Paz, 2005; Young & Leinhardt, 1998).

Unfortunately, reform efforts in history education notwithstanding, Barton and Levstik (1998) suggested that most students do not have the opportunity to engage in historical argumentation or to learn how this practice differs from the types of argumentation they are accustomed to (i.e., my side is right, while the opposing side is wrong and not worthy of consideration). One way to address this problem may be to practice forms of classroom dialogue that give students opportunities to develop the understandings and abilities needed to participate in historical argumentation (Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006; VanSledright, 2002) and transfer these understandings to writing (Felton, 2004; Felton & Herko, 2004; Okolo, Ferretti, & MacArthur, 2007; Reznitskaya, Anderson, McNurlen, Nguyen-Hahiel, Archodidou, & Kim, 2001).

Evidence shows that while the skills needed to engage in argumentative discourse comes naturally, there are many forms of discourse, some of which may undermine the kinds of complex reasoning sought in certain models of disciplinary argumentation. For example, work by Sampson, Grooms, and Walker (2010) in science classrooms indicated that students did not lack the skill or mental capacity to construct or engage in argumentative discourse, but rather were uncertain about the goals and norms of disciplinary argumentation and how this practice differs from other types of argumentation. Nonetheless, discipline-specific forms of argumentative discourse can be shaped through interventions, and prompting of elaborative and metacognitive thinking (Felton, 2004). Numerous methods and frameworks for developing students'

argumentative discourse exist in the literature (Driver, Newton, & Osborne, 2000; Reznitskaya et al., 2001; Reznitskaya, Anderson, & Kuo, 2007; Toulman, 1958), yet Jonassen and Kim (2010) suggested that one model which demonstrates promise for educational settings is Walton's (1992, 1996) dialectical framework.

Goals and Objectives

The primary goal of this investigation was to examine how an argumentative framework (i.e., Walton, Reed, & Macagno's [2008] dialectical framework) influenced the ways students participated in historical argumentation and constructed written arguments. Earlier work by Walton had been used in the literature as a template for guiding group discussions and designing classroom activities that were more epistemic and educational effective for students (De La Paz, Ferretti, Wissinger, Yee, & MacArthur, in press; Ferretti, Andrews-Weckerly, & Lewis, 2007; Nussbaum & Edwards, 2011). Yet, research on Walton et al.'s (2008) framework with adolescents in educational settings had been limited and the outcomes related to students' writing were inconsistent.

Thus, to evaluate the potential utility of Walton et al.'s (2008) framework, 151 students from six middle school classrooms were randomly assigned to two conditions and asked to participate in a three-week study that featured: (a) examining controversial topics in history, (b) using primary and secondary source documents, (c) argumentative discussions, and (c) constructing historical arguments. Students in all six classrooms received whole class instruction on the first two days of each week then separated into assigned conditions for group discussion on days 3 and 4. Nine participating teachers facilitated group discussions. To ensure teaching styles did not influence student

outcomes, teachers taught both conditions across the three investigations. On final day of each investigation, students constructed written responses to the historical question for each investigation.

Based on prior work indicating that argumentative discussion and instruction on argumentative schemes did not provide sufficient support for students to transfer newly acquired knowledge to their writing (Nussbaum & Edwards, 2011; Reznitskaya et al., 2007), a revised version of the mnemonic DARE (De La Paz, 2005; De La Paz & Graham, 1997) was integrated into instruction to remind students about the elements of argumentation. DARE was faded from instruction after the second investigation to promote independence and provide a more accurate look at the effects of argumentative schemes and critical questions on five dependent measures.

The average performance of 12 groups of students who were assigned to the experimental condition and taught argumentative schemes and to ask critical questions during discussions was compared to the average performance of 12 groups of students who were assigned to comparison conditions. Students in the comparison condition participated in the same historical investigations, received the same instruction materials, and participated in discussions, but used a more generic set of questioning during discussions. In addition, before instruction started, students were administered a content knowledge assessment about the four historical topics selected for investigation. Mean scores on the content knowledge assessment were used to categorize participating students into two groups: low and high content knowledge. Content knowledge groupings were used to evaluate performance and interactions among discussion conditions after instruction ended.

I hypothesized that providing students an opportunity to participate in small-group discussions and teaching them to use specific argumentative schemes and critical questions would help foster greater conceptual learning, the construction of historical knowledge, and content understanding. Secondly, I believed schemes and critical questions would function as a heuristic tool that would assist students in crafting better quality, historical arguments. Third, based on the findings of my pilot study, I anticipated that students who displayed stronger content knowledge before the start of instruction would outperform students with less content knowledge on the five dependent measures. The study included the following three research questions:

1. What is the relationship between the type of discourse students engage in and their subsequent reading comprehension and ability to learn content about selected historical topics?
2. When participating in small group discussions, is there a relationship between the type of discourse students engage in and the quality, historical thinking and length of written arguments?
3. Are there aptitude-treatment-interactions in both reading comprehension and writing based on initial differences in students' general knowledge about the selected historical topics?

Theoretical Framework - History Then, and Now

Over the last two decades, history education reform has attempted to shift the focus of history education from teaching students about facts, dates, and figures, to an approach which sees its central goal as implementing more discipline-specific ways of reading, writing, and thinking (Stahl, Hynd, Britton, McNish, & Bosquet, 1996; Wiley &

Voss, 1999; Young & Leinhardt, 1998). In addition, research findings are encouraging practitioners to provide greater opportunities to construct arguments in the history classroom (Brit, Rouet, Georgi, & Perfetti, 1994; De La Paz, 2005; De La Paz & Felton, 2010). Argumentation is believed to play an important role in students' learning of history, the processes of thinking, historical reasoning, and the development of conceptual understanding (Monte-Sano, 2010; Van Sledright, 2002; Wineburg, 1991). Discursive activities that prompt students to engage in argumentative reasoning (e.g., reading and analyzing multiple document sources, participating in small- and large-group discussions, and constructing written arguments) present a more authentic image of the nature and practice of historical examination (LeBigot & Rouet, 2007; Monte-Sano, 2008). Thus, it has been argued that, if our students are to be immersed into the culture of historical enterprise, argumentation should be a core component of school history.

Working with multiple source documents. A primary goal of history instruction is to teach students to construct a well-articulated mental model of history, understanding the interconnections between various events and actors (Stahl et al., 1996). A key focus of research in this area therefore has been the design of learning environments that attempt to incorporate and present historical information through multiple source documents (De La Paz, 2005; De La Paz & Felton, 2010; Monte-Sano, 2008; Seixas, 2002; Stahl et al., 1996; Wineburg, 1991). Typical literacy tasks with multiple source documents (e.g., primary sources, such as legislative bills or eyewitness accounts, secondary sources, such as editorials; or tertiary sources such as textbooks) require students to synthesize information, assess the relevance of different text, and make determinations among conflicting perspectives. Here, students must learn to read in a

nonlinear fashion, corroborating information found in one text with that found in different sources, resolving any inconsistencies between various sources of information (Monte-Sano, 2008; Naumann et al., 2009; Wiley & Voss, 1999).

Unlike information from a single-text, which can be retained and integrated on the basis of factual coherence, the acquisition of knowledge from multiple documents requires the learner to compare text and organize information using more global rhetorical structures (Wiley, 2001). Rather than relying on a textbook, teacher, or author to make connections to the content, Spiro, Coulson, Feltovich, and Anderson (1994) posit that the use of multiple documents prompts students to create their own links across the information presented. Offering students opportunities to construct their own connections using different sources has been shown to lead to an increase in content knowledge and information retention (De La Paz & Felton, 2010; Monte-Sano, 2008; Stahl et al., 1996).

Disciplinary thinking. The use of multiple texts can also increase students' disciplinary knowledge. In his seminal work, Wineburg's (1991) compared how working historians and high school seniors approached questions of historical evidence when using primary and secondary source documentation (e.g., written and pictorial documents about the Battle of Lexington). Wineburg (1991) reported that historians applied three discipline specific ways of knowing or "epistemological stances" to their text reading (p. 82). When reading from multiple documents, historians relied on sourcing or specific features of information sources such as the author of the text, date, and type of text to influence their interpretation of the document's content. Historians also attempted to contextualize events in an accurate spatial-temporal context and directly corroborated information across documents and systematically identified discrepancies between

documents. The distinctive practices used by historians, however, were only activated through opportunities to compare and contrast different primary and secondary source materials with different and independent viewpoints (Rouet et al., 1996).

Constructing written arguments. How experts think about and read multiple source documents also guides their production of text. Consistent with the norms and expectations of their community, writing in history involves constructing written arguments (Green, 1994). In argumentative writing, the author must attempt to convince the reader to adopt their point of view. Successful argument writing involves clearly articulating a position, recognizing counterarguments, and responding to opposing points of view in an organized fashion (Nippold & Ward-Lonergan, 2010). The advantages of using argumentative writing can be far reaching and, at times, surpass those of other writing genres. For example, Wiley and Voss (1999) found that students who read multiple texts about the history of Ireland and assigned to write arguments gained deeper text comprehension, and produced more transformed and integrated essays than did students assigned to write summaries, narratives, or explanations on the same topic. Overall, Wiley and Voss (2001) explained that the more effortful processing required by argument writing tasks can lead to better understanding of subject matter. This active interaction with text material makes it easier to make inferences and produce mental representations that are better linked (Scardamalia & Bereiter, 1987; Stahl et al., 1996; Wiley & Voss, 1999). Similar findings for both text comprehension and the integration of materials in students' writing were reported in more recent work (Le Bigot & Rouet, 2007; Naumann et al., 2009) with college students assigned to write arguments from multiple document sources.

Directions for the Future

Despite the many benefits that accompany using multiple source documents and constructing written arguments in social studies classrooms, the translation from knowledge to practice may be difficult for many learners (Moje, 2007). Students must not only understand the concepts being communicated but also how evidence is used to arrive at and warrant those concepts. This is especially true in argumentative writing where the acceptability of an individual's conclusion is based on meeting several critical standards. First, van Eemeren, Grootendorst, and Henkenmans (1996) suggested that “the author must present *a constellation of propositions that in their totality* affect the acceptability of their argument” (p. 5). This implies that arguments, both oral and written, must possess a distinct structure and organizational scheme. Secondly, historical arguments are a form of logical discourse where individuals consider multiple perspectives and come to reasoned conclusions (Monte-Sano, 2008). According to Ferretti et al. (2007), arguments are therefore acts of reason, and reasonable people use critical standards to judge the acceptability of a standpoint.

Understanding the aforementioned challenges that accompany reasoning from document sources, I conducted a pilot study to better understand the effects of level of prior content knowledge and genre on students' written essays (Wissinger & De La Paz, 2012). The data highlighted the strengths and needs of diverse learners and provided direction to the present investigation.

Comparing Argument and Summary Writing: A Pilot Study

Wissinger and De La Paz (2012) explored the impact of students' initial level of content knowledge about a selected historical topic and genre (argument vs. summary),

on 11th grade students' reading comprehension and written essays. The study was completed in a large rural school district in south central Pennsylvania. Prior work (Gil, Braten, Vidal-Abarca, & Stromso,, 2010a; Gil, Braten, Vidal-Abarca, & Stromso, 2010b) indicated that summary writing might have a more positive influence on both reading comprehension and general writing outcomes than argument writing, especially for students with limited background knowledge - yet this body of literature was inconclusive. Therefore, a pilot study was conducted with four, 11th grade U.S. History teachers. Before the start of the investigation, teachers taught a 40 min lesson on the Gulf of Tonkin Incident and resulting Gulf of Tonkin Resolution. Approximately two weeks later, students were administered a content knowledge assessment about the Tonkin Incident and Resolution to identify initial levels of background knowledge.

In the three-days that followed, participating students were randomly assigned to one of two conditions and asked to write either an argument or summary essay in response to the following prompt: Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964? The students were given a set of primary and secondary source documents (background information from the schools U.S. History textbook [America Past and Present: AP Edition] Lyndon Johnson's Midnight Address, Senator Wayne Morse's Opposition to the Gulf of Tonkin Resolution Speech, and a newspaper article from the New York Times). Students completed a reading comprehension assessment and a second content knowledge test after composing their essays. Students' essays were assessed on number of transformations, writing quality, historical thinking, and number of words.

The results showed that students' initial content knowledge about the Tonkin Incident and Resolution moderated performance on the reading comprehension measure, and number of words students' produced in their writing. Specifically, students with stronger content knowledge about the historical event prior to reading and writing from the primary and secondary source documents performed significantly better than students with low content knowledge on the reading comprehension test and produced essays that were significantly longer. However, no main effects for reading comprehension were found between the two genres. An interaction between initial level of content knowledge and writing genre was also significant. That is, students with low initial content knowledge about the historical topic who were assigned to write summaries performed better on the reading comprehension measure than did students with low initial content knowledge who were assigned to write arguments. On the other hand, students with high initial content knowledge who wrote arguments performed better on the reading comprehension measure than did students with high initial content knowledge who wrote summaries.

Notwithstanding, differences between students in the argument and summary genre were not significant for content knowledge, number of transformations students' produced, writing quality, historical thinking, or number of words students' produced in their essays. Importantly, an additional analysis on the two writing genres and the four types of transformations produced in students' essays: elaborations, paraphrases, additions, and misconceptions indicated that the combined dependent variables were significantly affected by writing genre. There was a statistically significant main effect for elaborations, and paraphrases, but not for additions or misconceptions. In particular, students who wrote arguments included more elaborations in their essays than students

who wrote summaries, while students who wrote summaries included more paraphrases than students who wrote arguments.

These findings suggested that genre, in itself, had little effect on students' historical writing or on a multiple-choice content knowledge and comprehension measure. In addition, assigning students to compose summaries or arguments resulted in equivalent performance on measures of historical thinking (substantiation, contextualization, and perspective taking), overall writing quality (focus, elaboration of content, organization, style, and writing conventions), and number of words students' produced in their essays. More importantly, the writing genre students were assigned to affected how students reasoned with ideas from documents in their essays. This provided an indirect measure of their reading comprehension. Students who were asked to compose arguments provided more elaborated ideas in their papers, a strong indicator of text understanding (LeBigot & Rouet, 2007; Naumann et al., 2009; Scardamalia & Bereiter, 1986), whereas students who wrote summaries included more paraphrased or copied ideas from the documents. This aligned with earlier work regarding the benefits of argument writing (Stahl et al., 1996), and further clarified the limitations inherent in asking learners to write summaries (LeBigot & Rouet, 2007; Naumann et al., 2009; Wiley & Voss, 1999). Because these results were replicated with students with disabilities in the same classrooms, the findings were used as further rationale for employing argumentation as the genre of focus in the present investigation.

Lastly, although modest effects were found on initial differences in students' content knowledge for reading comprehension, there were significant teachers' effects among the four participating teachers. Teachers also suggested that students would have

had minimal exposure to the Gulf of Tonkin Incident and Gulf of Tonkin Resolution in the district's history curriculum before the existing investigation. This information helped to explain why only 60% of the students who were involved in the study demonstrated strong initial levels of content knowledge, despite being taught a 40 min lesson about the historical topic two-weeks before the investigation began. Thus, the findings related to initial content knowledge were observed cautiously and not as a basis for eliminating the prospect of teaching a variety of learners to construct arguments from source documents.

Discussion

While the findings from the pilot study did not reveal benefits for one form of writing with respect to historical thinking, it did provide evidence that students with disabilities and their non-disabled peers possessed some of the requisite skills needed to construct written arguments. In general, students wrote essays that included information from roughly three out of the four documents provided and reflected a moderate to high quality of writing. Similar to Stahl et al.'s (1996) landmark findings, the results also suggested that writing arguments from multiple documents helped students make interconnections between sources of information and assisted them in acquiring greater understanding of what they were reading.

In terms of historical thinking, several components were present in students' essays that indicated an awareness of the reading and writing processes required for historical thought. These processes were measured in terms of (a) use of evidence, or substantiation, (b) ability to provide contextual information, and (c) perspective recognition, or ability to write from the perspective of the document's author. For example, students who wrote arguments generally included facts and quotes from the

document sources, which substantiated their positions on the historical controversy. The following essay provides one illustration:

As a member of congress, I [student's name] believe we should not use force in response to the Gulf of Tonkin Incident in 1964. Congress has not declared war against North Vietnam. It is unconstitutional to engage in such actions without their approval (Document 3). I understand that congress has given the president consent to "take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression in the region...Secondly, we are not sure of the second attack on the U.S. Ships in the Tonkin Gulf. The North Vietnamese denied making a second attack. If in fact they wanted war, why would they deny their "actions?"...Lastly, I saw the U.S. Navy destroyers firing. I did not see P.T. Boats. If they were hit there should be damage and fragments on the water. There was nothing." Navy Pilot, James Stockdale. The above quote is a statement from a U.S. Navy Pilot flying over the "second attack" and this was his account. Why would he lie? We have to consider these points and not use force (from a pilot student's essay).

Students were also able to contextualize background information in their essays.

The following essay provides an example of relatively mature contextualization:

"On August 7th, along with Congress I would have given Johnson the power to use force in North Vietnam with the Gulf of Tonkin Resolution...Unlike Morse, most Congressmen sided with President Johnson. They saw the Gulf of Tonkin incident as a result of communist aggression and would grant Johnson all the power he needed to prevent the domino effects. During this point in time the cold war had

caused the American public to greatly fear the spread of communism and this attitude played into politics. In the House of Representatives the Gulf of Tonkin Resolution passed 416 to 0 and in the Senate it passed 88 to 2. This overwhelming consensus demonstrates how far Americans were willing to go to stop communist. They saw the U.S. as a defender of freedom and civil liberties so by destroying North Korea, they were saving South Korea” (from a pilot student’s essay).

Producing counterarguments and rebuttals – Needs in students’ writing.

However, a consistent limitation of students’ argument essays in the pilot sample was what Perkins and colleagues (Perkins, 1985, 1989; Perkins, Bushey, & Farady, 1986; Perkins, Farady, & Bushey, 1991) referred to as my-side bias. According to the typical operational definition, my-side bias is defined by the degree to which individuals generate more arguments (reasons) in favor of a position they support than reasons to the other side (Perkins, 1985). Overall, it is a bias against information supporting another side of an argument. This tendency toward my-side bias was consistent across students’ argument essays in the pilot study. For example, average scores on the historical thinking rubric showed that students rarely recognized multiple authors’ perspectives or compared ideas in the documents to come to a more informed conclusion. These findings were similar to those reported in Perkins et al.’s (1991) seminal work where high school and college students were deficient in crafting argument essays that spontaneously included counterarguments to their positions on social issues such as school funding and nuclear arms control.

Unfortunately, essays that exclude these components are less convincing to intended audiences. A meta-analysis by O’Keefe (1999) found that texts that considered

and rebutted counterarguments were more persuasive than texts that did not because these elements often occur to the reader. Raising and rebutting counterarguments provides exposure to both perspectives on issues and allows the reader to make balanced decisions. Many normative models recognize the ability to consider alternative explanations as a fundamental element of critical thinking (Baron, 1988; Ennis, 1987). Thus, these elements are a critical part of instructional practice in content classrooms.

Generating counterarguments to one's position requires the author to temporarily identify with an audience with opposing views and to imagine potential objections (Nussbaum & Kardash, 2005). Making this identification requires substantial epistemological sophistication and perspective taking on the part of the writer. Yet, more recent work by Nussbaum and colleagues (Nussbaum & Edwards, 2011; Nussbaum & Kardash, 2005) explained that most students' argument schemas are grounded in oral discourse. While an individual is engaged in discussion, counterarguments to their positions are naturally verbalized and students must decide how they will respond to points raised by others. These natural cues, which both present and compel the arguer to consider the opposing viewpoint, are missing when the argument is placed in the context of a written response. The result is that students tend to generate assertions with supporting reasons, but without consideration of counterarguments and responses to counterarguments or rebuttals.

Bridging the Gap through Oral Discussion

The aim of collaborative discussion is not only to promote the reconstruction of participants' own knowledge structures, but also to guide them in actively constructing new knowledge structures (Bereiter & Scardmalia, 1999; Dillenbourg, 1999). According

to Johnson and Johnson (1988) during collaborative argumentation, the participants are critically, but constructively striving to get to the core of the issue in question by jointly evaluating discrepant points of view. Here, participants have the opportunity to observe different argumentative positions, broaden their perspectives, and make better decisions. Collaborative discussion involves making claims, substantiating claims with facts and evidence, and recognizing multiple perspectives, comparing ideas, and resolving to the most logical conclusion. Thus, it is a core epistemic practice in history and is critical to producing, evaluating, and advancing historical knowledge (Monte-Sano, 2008; Reisman, 2011).

The benefits of using argumentative discussions and collaboration to enhance content knowledge are far reaching. Literature dating back to the Piagetian research tradition shows that socio-cognitive conflict is an essential aspect in the learning process (Mugny & Doise, 1978). These conflicts surface when students recognize differences between their prior knowledge and the new knowledge that arises during discussions with other participants (Marttunen, Laurinen, Litosseliti, & Lund, 2005; Webb, 1995). Howe and Tolmie (1999) put forth that knowledge discrepancies usually trigger the need to resolve conflict and consider new information to explain differences in conceptions. These differences of opinion also tend to produce longer, and more sustained dialogic interactions and are believed to play an important role in conceptual change (Posner, Strike, Hewson, & Gertzog, 1982). Specifically, Wells and Arauz (2006) found that as competing ideas surfaced during discussions, students began to look for common solutions and initiated the process of consensus-building. While negotiating with their

peers to arrive at shared solutions, students posed questions to each other and constructed explanations to support their viewpoints.

Transference to written arguments. According to Kuhn (1992), social interaction can also lead to the appropriation of cognitive and social competencies that can later be used by an individual in different contexts with no external supports. That is, one-to-one (Kuhn, Shaw, & Felton, 1997) and group discussions (Reznitskaya et al., 2001) have been shown to provide the appropriate means for students to externalize their internal thinking strategies and allows them to apply newly attained argumentation skills to their writing. Similarly, work by Felton (2004) demonstrated how adding a guided reflection on discourse after conversation increased the use of counterarguments and rebuttals in written essays. Thus, meta-discursive reflection aided in bridging the gap between discourse and writing. The notion that participation in classroom discussion can be a primary means for promoting the skills needed to compose written arguments, however, has not been extensively investigated.

Furthermore, students who have difficulty constructing arguments tend to make claims without supporting them with facts, documentation, or the perspective of authors (e.g., *“I don’t think it was right to use force in North Vietnam and it just upset the American people. Our men didn’t need to risk their lives over this not important war”* [from a pilot student’s essay]). Students also tend to accept facts or quotations from document sources unquestionably (e.g., *I [student’s name] believe we should use force in response to the Gulf of Tonkin Incident. My reason for this is the following. One, they attacked us first and the President and the Secretary of Defense stated that the attacks were deliberate and unquestionable. So, if we don’t attack back, the North Vietnamese*

military might think they can attack us and get away with their actions [from student's argument essay]), and often use irrelevant ideas or personal opinions to support the arguments they put forth (e.g., *As a member of congress, I believe that we should not use force in response to the Gulf of Tonkin Incident. There shouldn't be any more violence between anyone and forcing it will be good for nobody* [from student's argument essay]). Therefore, some prompting of domain-specific ways of thinking and critical questioning skills is needed to support students in constructing written arguments.

Critical Questioning

In his suggestions for improving argumentative writing, Ferretti et al. (2007) pointed out that more important than providing relevant information in an argument is the need to provide scheme-relevant background information to students before writing. Ferretti and his colleagues questioned how we can “cultivate the critical evaluation skills and dispositions that are needed by children to use schemes effectively” (p. 279). Research suggests that these skills can be communicated to students by teaching them to ask critical questions (Walton, 1996; Walton et al., 2008) about their use of argumentation schemes and scheme-relevant information (Nussbaum & Edwards, 2011). Walton and colleagues (2008) argument from consequences scheme is apparent in the following student's argument about the use of force in response to the Gulf of Tonkin Incident (however, in the next example, it is used in a way that undermines his argument). More generally, students in my pilot study (Wissinger & De La Paz, 2012) were consistent in their use of the argument from consequences scheme to defend positions on the Gulf of Tonkin Incident.

Example 1: Student with limited content knowledge

As a member of Congress during the time of the gulf of Tonkin incident, I believe I would have voted for using force in response to the incident. The reasons why I would be for the use of force is because it would stop communism from spreading...The spreading of communism was coming out of that part of Southeast Asia where the Gulf of Tonkin resides. By giving Johnson the capability to use military action in North Vietnam the spread, would pause and possibly diminish so by granting Johnson with the gulf of Tonkin resolution, communism maybe gotten rid of (from a pilot student's essay).

Example 2: Student with strong content knowledge

...If I were a member of Congress at the time, I would have voted against the decision to use force as a response to the incident because more problems would evolve, more lives would be lost, and it does not guarantee true halting of the spread of communism...Responding to an aggressive action with more aggressive actions would only lead to more problems. Of course it is natural for true yearning for retaliation, however, it would not lead to an effective resolution. It is not America's place to come into a country expecting to make a governmental change in policy. Not only will more aggressive actions be a problem but additionally, the cost of the war without direct military involvement, the US claimed that would not go on. Since the attack, war made, aide, training, and military advice would be stopped (Doc 3). This will cause more conflicts and lead to a very costly war (from student's argument essay).

Walton (1996) asserted that arguments from consequences have traditionally been considered fallacious because it rests on assertions of what might happen in the absence

of certain information about what will happen (even though the historical controversy in question did in fact occur). He goes on to state that these types of arguments are relatively weak but not necessarily false (Walton et al., 2008). Judgments about the decision to use force should be based on historical grounds or based on policy, and not on the consequences that might follow from using force.

Yet despite inherent weaknesses found in the argument from consequences, there exists some evidence in the literature which supports the implementation of this scheme. For example, in his earlier writings Walton (1996) noted that although in arguments in everyday conversation it is not appropriate or helpful to assign quantitative values to the probability of each outcome, arguments from consequence are useful “in deliberation or critical discussion where there is a divided opinion on a contemplated course of action – one side supporting the action, and the other opposing it, or doubting the wisdom of it” (p. 75). Secondly, Walton (1996) also suggested that arguments from consequence are a very common type of argument, and are especially prominent in political deliberations and arguments on public policy. Therefore, considering the primary objectives of this investigation are to engage students in small group dialogue where two discrepant perspectives are offered and, related to political deliberation and/or public policy (e.g., Indian Removal, whether or not to pursue war in Mexico, using force in response to the attacks in the Gulf of Tonkin), the argument from consequences appears to be a fitting scheme to integrate into instruction.

In addition, as it relates to making decisions on historical grounds or on the basis of policy, Wineburg (2001) argued that although outcomes in history are often known (e.g., the Babylonians sacked the First Temple in 586 B.C.E, the Sioux Indians routed

Custer's 7th Cavalry in 1876, etc), "historians may be said to dwell in an explanation space in which they already possess the solution, but must reconstruct the goal and state of the world from it" (p. 17). As a result, when introducing students to historical argumentation and to the cause and effect relationships common to the discipline (Coffin, 2006), Wineburg further believed that rather than teaching students to be consumers of stories, or someone else's facts, we might better develop their critical thinking skills by letting them create stories of their own. History, then, becomes an ongoing conversation and debate as opposed to stagnant collections of facts and dates, a closed catechism, or a series of questions already answered. "There is within it a place to invent" (Wineburg, 2001, p. 15).

Appropriate argument schemes and critical questions for instruction. When teaching students and guiding them in historical inquiry, students discursive purposes may be shaped by teacher's questions and the documentary evidence provided to them to answer the questions. As demonstrated in De La Paz, et al.'s (in press) work, students used different argument schemes to support their standpoints on a variety of issues related to the four controversies they were asked to explore. Namely, these schemes and their utility in supporting arguments were unique to both 8th and 11th grade students who were pre-identified as good and poor writers. As an illustration, when writing about the U.S. government's argument for going to war with Mexico, good writers used arguments from expert opinion (60.7%) most often because the documents outlined the perspectives of four separate political leaders who presumably possessed specific expertise about the circumstances that precipitated the war. Poor writers, on the other hand, used arguments from consequences (50%), arguments from verbal classification (37.5%), and arguments

classified as nonfunctional (37.5%). These argument schemes are considered to be less persuasive in dialectical discussions.

In much the same way, good writers referred to arguments from commitment, arguments from values, and arguments from expert opinion in argumentative essays about the Progressive Era (i.e., *Who had a better vision for improving the conditions of African-Americans during the early 1900's, Booker T. Washington or W.E.B. DuBois?*). Arguments from rule, arguments from example, and arguments from consequences were also commonly used by good 8th and 11th grade writers to further their positions in argumentative essays.

Five of the aforementioned schemes were presented to participating teachers for discussion and review. Two of Walton et al.'s (2008) argument schemes: (a) Argument from Expert Opinion, and (b) Argument from Consequences, and the accompanying critical questions were selected for use in the investigation. These two schemes were chosen for several reasons. First, the Argument from Expert Opinion, and Argument from Consequences aligned with historical topics selected by classroom teachers. All four investigations offered opinions from experts and/or historical actors who played critical roles in the outcomes of each event. The consequences of each historical event also varied widely depending on how students answered each historical question. Teachers believed these large discrepancies would help stimulate discussions and make it easier for students to argue for one side or the other in the historical question.

Secondly, teachers also believed these two schemes would be the easiest to remember and the most seamless to integrate into group discussions and students' writing. Grade six teachers suggested that teaching students to examine the reliability of

each source, making a determination about that examination, and integrating their findings into a rebuttal would be much easier for students than asking them to provide a historical example that aligns with and/or relates to the historical topic (i.e., Argument from Example) or remembering a rule and/or policy that they could use to defend their position (i.e., Argument from Rule). Therefore, the Argument from Expert Opinion, and Argument from Consequences were decided to be the most fitting schemes for instruction.

Table 1.

Example of Walton et al. 's (2008) Argumentative Schemes and Critical Questions

Argument from Expert Opinion

How credible is E as an expert?

What did E assert that implies A?

Is E personally a reliable source?

Is A consistent with what other experts in the field say?

Is E's assertion based on evidence?

Argument from Consequences Scheme

How sure are you that the (good, bad) consequences (outcomes, results) will actually happen?

How do you know that these consequences will actually happen?

Do you have evidence (facts, data, support) that these consequences probably will happen if we implement the policy?

Are there other (bad, good) consequences that might happen if we implement the policy?

Are these consequences more likely to happen than the consequences that you presented?

What evidence do you have that your consequences are more likely to happen than the other consequences?

Effects of initial content knowledge on historical learning. One of the findings from my pilot data was the presence of an aptitude-treatment interaction between students according to differences in initial content knowledge about the historical topic and reading comprehension scores. In particular, students categorized as having stronger

initial levels of content knowledge about the Gulf of Tonkin Incident and resulting Tonkin Resolution performed significantly better than students categorized as having low initial levels of content knowledge on the reading comprehension measure.

In addition, significant interaction effects were present between initial levels of content knowledge and writing genre, suggesting that writing genre and level of content knowledge may have influenced students' reading comprehension. Students with low content knowledge about the historical topic assigned to write summaries outperformed students with low content knowledge assigned to write arguments on the reading comprehension measure. In contrast, students with high content knowledge assigned to write arguments outperformed students with high content knowledge assigned to write summaries on the reading comprehension measure.

Notwithstanding, an examination of the number of transformations in students writing, a strong indicator of text comprehension (Scardamalia & Bereiter, 1986), did not reveal a significant relationship between level of content knowledge and the number of transformations students produced in their essays. Students with high content knowledge before the start of the investigation produced a comparable number of transformations in their written essays as students with low content knowledge. Taken together, despite certain limitations (e.g., significant teachers' effects and limited exposure to the historical topic), the lack of consistency in the findings related to initial content knowledge and reading comprehension warranted further investigation.

Therefore, a secondary goal in the present study was to examine whether initial differences in students' background knowledge about four historical topics, as measured by a content knowledge assessment administered prior to instruction, affected

performance on a reading comprehension measure and students' written arguments. In addition, I also hoped to determine how the two forms of discussion in the current study would affect students' content knowledge at posttest.

Theory of Change

One way to think about argument is as a form of inquiry. In its highest form, higher order thinking, also referred to as metacognition (Vygotsky, 1978), is guided by our ability to question and to become better at the questions we ask (Kuhn, 2005). Throughout our lives, many of the decisions we make, whether we are considering further education, resolving a conflict, or deciding on a purchase – our ability to interact and question those within these interactions defines our experiences. According to Kuhn (2005), whether we oppose one another or observe an issue in unanimity, in the midst of discussion we learn to question, identify alternatives, and generate and weigh reasons both for and against those we converse with. In sum, aside from the goals of each participant or party, the thinking and questioning that accompanies argumentation enriches the knowledge we part with.

Therefore, it seemed likely that providing students an opportunity to participate in collaborative discourse and argumentation in the social studies classroom would foster greater conceptual learning, the co-construction of knowledge, and content understanding. Research shows that this acquisition of knowledge is reflected in oral discussions (Chin & Osborne, 2010; Felton, 2004; Gersten, Baker, Smith-Johnson, Dimino, & Peterson, 2006; von Aufschnaiter, Erduran, Osborne, & Simon, 2008), multiple-choice assessments (Le Bigot & Rouet, 2007; Naumann, et al., 2009; Nokes et al, 2007), and in students' written arguments (Kuhn, Shaw, & Felton, 1997; Reznitskaya

et al., 2001). The measures used in this investigation examined student growth in all three modes. However, due to several factors such as the complexity of constructing historical arguments, the age and grade level of students in the proposed sample, and the brevity of the intervention, students required multiple levels of support to help facilitate the learning process.

In the current investigation, these supports included instruction in Walton et al.'s (2008) argument schemes and teaching students to ask the critical questions that accompany these schemes. My hypothesis was that these tools would function both as an epistemic probe and heuristic tool for constructing historical arguments. Epistemic probe refers to students' ability to question source information (e.g., author, date, bias), and to observe and consider multiple explanations for historical arguments, while heuristic tool refers to their use of evidence to corroborate and support argumentative reasoning. Earlier work had shown that teaching students' argumentative schemes, along with critical questions (Nussbaum & Edwards, 2011) were useful in helping them develop more epistemic arguments.

Furthermore, I believed Walton et al.'s (2008) critical questions would be a powerful tool for helping students to develop an overall understanding of the concept of deliberative argumentation. Earlier work suggests that integrating critical questioning has an encouraging effect on the quality of group discussions, students' involvement and engagement, and student-to-student interaction (Gersten et al., 2006; MacArthur, Ferretti, & Okolo, 2002; Nussbaum & Edwards, 2011). This in turn would help students learn to use specific components of the argumentation process including: counterarguments, rebuttals, reservations, and collectively resolving to the most reliable conclusions.

Although researchers have examined components of deliberative argumentation such as the inclusion of rebuttals and counterarguments in students' argumentative writing (De La Paz et al., in press; Ferretti, Lewis, & Andrews-Weckerly, 2009), research on deliberative argumentation remains scant in the area of social studies instruction. Therefore, this study sought to examine the potential relationship of these tools and historical argumentation – in particular, how students worked together to construct historical knowledge during small-group discussions and the role that argumentative schemes and critical questions played in supporting the development of historical arguments.

Definitions and Terms

Several concepts and terms appear consistently throughout the literature on social studies instruction and using argumentation in disciplinary contexts and require further clarification. As it relates to disciplinary contexts, references made in this paper are primarily to the practices engaged in for the purpose of teaching knowledge associated with history or social studies content. Among these practices, the type of writing historians typically engage in during the study of history involves composing narratives or arguments. However, only the latter of these two genres was explored in the review of literature and following investigation. Research suggests that writing disciplinary arguments improves content knowledge and retention of information (Stahl et al., 1996), higher-level metacognition (LeBigot & Rouet, 2007; Newmann, 1990), and greater integration of document source information than writing disciplinary narratives (Naumann et al., 2009; Wiley & Voss, 1999).

In addition, the goal for constructing arguments in content classrooms varies widely in the literature. Although much of the literature derives from general theories of constructivism (Driver et al, 2000; Spiro et al., 1994; Stahl et al., 1996), which involves students' constructing concepts of a particular event or phenomenon rather than relying on a teacher or textbook to communicate information, the underlying purpose for using argumentation are uniquely defined in each field. For example, constructing scientific arguments requires students to use salient scientific reasoning processes such as critically evaluating data, debating ideas, supporting claims with evidence and explaining the phenomenon being examined after an experimentation has been conducted (Berland & Reiser, 2009; Choi, Notebaert, Diaz, & Hand, 2010; Driver et al., 2000). As highlighted in greater detail to follow, the process of scientific argumentation involves making rhetorical arguments, which are often limited to one-sided discussions and persuasive techniques.

On the other hand, historical argumentation, while not fundamentally different than scientific argumentation, endows certain characteristics that align with the unique practices used by expert historians. In history, definitive answers may not exist so historians learn to piece together knowledge from multiple sources of information and single-out an answer from the alternatives (Wineburg, 1991, 2001). Historians address evidence, narrative, multiple perspectives, different contexts, causation, and other ways of historical thinking. These practices require investigators of the past to seek plausible explanations for historical events, trends, and controversies (Bain, 2006). These analytical schema guide historians as they piece together historical arguments and have been used throughout the literature as a means to guide students in constructing

disciplinary arguments in the social studies classroom (Britt et al., 1994; De La Paz & Felton, 2010; Young & Leinhardt, 1998). Thus, going forward the term “disciplinary argumentation” was used as shorthand for “disciplinary argumentation in history” and referenced only the literature on historical examination.

Definitions of argumentation. According to van Eemeren and colleagues (1987, 1996) the roots of argumentation date to Aristotle’s *Rhetoric* (Trans. 1991) and, more recently, Rousseau’s *Discourse on the Arts and Sciences* (Grimsley, 1983). Referring only to the former of these, Aristotle (1991) determined that argumentation has three primary purposes or functions: apodictic (demonstrative), rhetorical, and dialectical. The goal of apodictic arguments is to demonstrate absolute and reliable knowledge based on apodictic evidence that eliminates doubt about a claim. Yet, apodictic arguments are often observed as truths in everyday discourse and rarely examined in educational settings, thus apodictic arguments will not be examined in this study. Rhetorical arguments, in contrast, are defined by the dialogue between an arguer and an audience and are the most common form of argumentation (Aristotle, 1991). In rhetorical arguments, the objective is to persuade or convince others of a claim or proposition that the arguer believes to be true without regard to positions that others hold (Toulmin, 1958). The success of rhetorical argumentation is contingent on the approval of the targeted audience. Thus, most rhetorical arguments concentrate on developing effective persuasive argumentation techniques.

The most common model of rhetorical argumentation was developed by Toulman (1958) and involves: (a) making a claim, (b) providing relevant evidence or data, (c) identify alternative claims, (d) identify counterarguments that might be used to

undermine the claim, and (e) rebuttals of counterarguments or alternative claims. Despite the popularity of Toulman's argumentative model in the sciences, the one major limitation is that it fails to consider both sides of a controversial issue (Jonassen & Kim, 2010; Leita, 2001). Rhetorical arguments are considered useful when the primary objective is to persuade an audience, however, Driver, Newton, and Osborne (2000) asserted that one-sided arguments are only moderately useful in educational settings and therefore will be highlighted sparsely in this investigation.

The purpose of dialectical arguments, on the other hand, is to resolve differences of opinions (Aristotle, 1991; Barth & Krabbe, 1982; van Eemeren & Grootendorst, 1992). Rather than persuading an audience through a one-sided argument, the purpose of this review is to examine work that uses dialectical or multi-voiced arguments and offer opportunities for dialogue between proponents of alternative claims during discussions. Two models are commonly used throughout the literature to guide dialectical arguments: (a) pragma-dialectics [van Eemeren & Grootendorst, 1992], and (b) argumentation schemes for presumptive reasoning [Walton, 1996]. However, references to only the latter of these two models will be made in this paper.

Walton suggested that argumentation is a goal-directed and interactive dialogue in which individuals reason together to advance their opinions through the provision or disproving of presumptions. When arguments are presumptive, Walton believed that reasoning is tentative and open to challenge. The burden of proof is therefore shifted to the opposition in a dialogue (Walton, 1996). Specifically, in dialectical argumentation, counterarguments are as equally important as the original argument. Walton identified 25 presumptive argumentation schemes and provided a matching set of critical questions

that should be asked by respondents. These presumptive schemes have been used in past work on social studies instruction (De La Paz et al., in press; Ferretti et al., 2007; Nussbaum & Edwards, 2011) and were considered in this investigation.

Summary of Terms

Apodictic argument. Type of argument where the purpose is to demonstrate absolute and reliable knowledge based on apodictic evidence that eliminates doubt about a claim (van Eemeren & Grootendorst, 1992).

Argument-1. O’Keefe (1982) distinguished between two meanings of the word argument. Argument-1 (“argument as product”) consists of a series of propositions in which a conclusion is inferred from the premises. This type of argument is commonly used in debates where there is a clear winner and/or loser in the argumentative discussion (Jonassen & Kim, 2010).

Argument-2. In the second type of argument, argument-2 (“argument as process”), the term argument refers to the social processes in which two or more individuals engage in a dialogue where arguments are constructed and critiqued together (O’Keefe, 1982). Thus, a classroom discussion would be a form of argument-2 where students are working together to make and evaluate one another’s arguments.

Argument for consequences. Type of scheme that presumes if an action is brought about, good and/or bad consequences will plausibly occur (Walton, 1996). The conclusion is that the action should or should not be brought about as a result of the consequences.

Argument from expert opinion. Type of argument scheme that presumes the author or source of information is an expert in the subject domain that is being argued (Walton, 1996).

Argument schemes. An abstract knowledge structure that represents extended stretches of argumentative discourse. Argument schema enable the organization and retrieval of argument-relevant information, facilitates argument construction and repair, and provides the basis for anticipating objections and for finding flaws in one's own arguments and the arguments of others (Reznitskaya et al., 2001).

Claim. The conclusion we seek to establish by our argument (Freeley, 1993).

Critical questions. A heuristic device that can be used to stimulate dialectical thinking, or challenge an argument, especially when the issue to be settled by argumentation hangs on the balance of considerations (Chin & Osborne, 2010).

Collaborative arguments. Collaborative arguments (i.e., argument-2) are a social process in which individuals work together to construct and critique arguments.

Contextualization. Situating a text in a temporal and spatial context to consider how the time or place in which the document was written might have affected its content or the perspective taken (Wineburg, 1991).

Corroboration. Comparing and contrasting documents with one another (Wineburg, 1991).

Debate. The process of inquiry and advocacy, the seeking of a reasoned judgment on a proposition (Freeley, 1993).

Dialectical argument. Type of argument where the goal is to reason together with an individual and/or group to advance opinions through the provision of disproving of presumption (Walton, 1996).

Historical thinking. The ability to think like an expert in the field of history, to evaluate materials and information in relation to their context and their source, and to integrate this information into historical discourse (Green, 1994).

Historical argumentation. A type of argument process carried out by members of the historical community (i.e., historians) when investigating, and piecing together events of the past (Shanahan & Shanahan, 2008). Unrelated to the types or style of argumentation used in mathematics or in the sciences such as apodictic or rhetorical arguments.

My-side bias. The failure to include reference to other-side arguments or positions in written essays (Perkins, 1985).

Primary source documents. Sources that are derived from a historical action and/or figure directly involved in the event, such as legislative bills or eyewitness accounts (Ravitch, 1992).

Proposition. A statement of judgment that identifies the central issue in a controversy (Freeley, 1993).

Reasoning is fundamentally dialogical. Following Vygotsky's (1981) work, the premise that learners will improved their ability to construct written arguments when they learn to hear multiple voices within their own heads representing different perspectives on the issue. This ability and disposition to take more than one perspective occurs when

learners have the opportunity to participate in discussions with others who hold different perspectives (Reznitskaya et al., 2001).

Rebuttal. Evidence and reasoning introduced to weaken or destroy another claim (Freeley, 1993).

Rhetorical argument. Type of argument with the purpose to persuade or convince others of a claim or proposition that the arguer believes to be true without regard to positions that others hold (Toulman, 1958).

Secondary source documents. Sources that are derived from a historical action and/or figure not directly involved in the event, such as editorials, and tertiary sources like textbooks (Ravitch, 1992).

Sourcing. Looking first at the source of a document before reading the text itself to consider how the bias of the source might have affected the content of the document (Wineburg, 1991).

CHAPTER TWO

Literature Review

"The capacity to communicate about controversial issues is central to participation and democratic decision-making in society" (Dewey, 1901 p. 283).

In her empirical work, Kuhn (1992) questioned: why teach youth to argue? In addition to debating controversial political issues or deliberating in a courtroom, the art of winning the mind through argument is an invaluable skill. In fact, "thinking as argument is implicated in all the beliefs people hold, the judgments they make, and the conclusions they come to..., it arises every time a significant decision must be made" (Kuhn, 1992; p. 156). Thus, argumentative thinking is central to what we should be concerned about examining if we wish to understand not only how, but also, how well our youth think. One of the places where students have the opportunity to learn argumentation skills is in the study of history. According to Seixas (1993), the past is filled with argumentation and unresolved conflict. Yet, because of the way historical content is presented in the classroom, students perceive history as chronological lists of facts, names and events (Holt, 1990). The result, as Wineburg (1991) suggested, is that students can know a lot about history but still have little idea of how historical knowledge is constructed. Historians on the other hand, learn to observe the past analytically (Shemilt, 1983). Definitive answers may not exist in history, so historians must learn to piece together a "suggestion" rather than an answer (Wineburg, 1991).

History instruction, therefore, must be about constructing arguments and considering and debating multiple explanations for the events, trends, and controversies of the past. Indeed, a growing body of research has suggested that, to achieve authentic

historical understanding, the goal of disciplinary instruction should be to embed the discursive practices of historical examination in the texture of daily classroom activity (Monte-Sano, 2010; Shanahan & Shanahan, 2008; Young & Leinhardt, 1998). For students to master these specialized processes, however, Young and Leinhardt (1998) suggested they must first be provided with the appropriate tools for translating knowledge about historical thinking into knowledgeable practice. This translation from thinking to practice may be difficult for many learners, especially because critical literacy skills in the disciplines cannot be developed in generic terms (Moje, 2008). Learners must not only understand the concepts being communicated but also how evidence is used to arrive at and warrant those concepts.

Oral Discussion

“The higher functions of child thought first appear in the collective life of children in the form of argumentation and only then develop into reflection for the individual child” (Vygotsky, 1981, p. 157).

For any parent or teacher of a burgeoning adolescent, disagreement is an all too common response spelled out in conversation. To be sure, social dialogue offers youth an opportunity to externalize their internal thinking. Over the past few decades numerous studies have highlighted the importance of argumentative discussion in the acquisition of content knowledge (Driver et al., 2000; Erduran & Osborne, 2004). Discussions help facilitate individual reasoning, expose youth to alternative perspectives, allow them to formulate and make public their own ideas, and create situations in which ideas will be challenged by their peers (Cazden, 1988; Reznitskaya et al., 2001). From the sociocultural perspective, argumentative discourse is a critical tool for historical learning

since it provides students an opportunity to engage in the practices of the historical community. If enculturation into argumentative discussion is significant to historical learning, then it becomes imperative to study such discourse to understand how the teaching and learning of argumentative discussion can be integrated into instruction, assessed, and supported in social studies classrooms.

Questions are also key components of discursive interaction in natural conversations and serve the function of challenging the views of the speaker or sustaining dialogue (Chin & Osborne, 2010; Walton, 2007). In the classroom, questions can serve as instructional scaffolds to support students in collaborative debate or can be generated by students themselves to communicate misunderstanding or to stimulate greater peer involvement. Hogan, Nastasi, and Pressley (1999) observed that sharing students' questions sustained peer knowledge construction and helped articulate and clarify what the group did not know. Critical questions also provide natural supports when the goal of instruction is to develop dialectical arguments. Nussbaum and Edwards (2011) found that when critical questions were answered satisfactorily, it strengthened arguments and promoted the important concept of refutation in participants' dialogue. Thus, questioning may be used as an epistemic probe and heuristic tool for initiating argumentative discussions in inquiry-based classrooms.

In sum, Paul (1986) suggested that children who are exposure to social interaction and dialogical thinking in the classroom develop both social and cognitive competencies that can later be used in different contexts without external supports. To date, quite a lot is known about how to organize and structure group discussions in the classroom (Chin & Osborne, 2010; Rensnitskaya et al., 2001; Webb, 2009). A substantial body of research has

also demonstrated the value of prompting and questioning students to stimulate disciplinary thinking and problem-solving skills (Grant, Gradwell, & Cimbricz, 2004; McNeill, Lizotte, Krajcik, & Marx, 2006; Seixas, 1993). However, little is known about the specific practices that may support the process of argumentation in social studies and even more, how better to implement the practices of argumentative discourse, oral discussion, and questioning into social studies instruction.

Transitioning from Discussion to Written Context

“Writing must be integrated with a broader cognitive system that super-imposes organizational strategies and manages issues of genre structure, text coherence, and sense of audience” (Bain, Bailet, & Moats, 2001; p. 17).

Research shows that written language is dependent on oral and reading language skills (Bain, Bailet, & Moats, 2001; Gregg & Hafer, 2001). It is therefore assumed that a primary means for helping students develop appropriate writing skills is by targeting oral language. One way to implement the academic tasks needed to promote oral language development is through the use of argumentative discussion. Also referred to in the literature as collaborative discourse (Webb, 1995), and oral interaction (Knudson, 1992), Kuhn (1992) suggested that argumentative discussion provides a public forum for youth to exercise reason and externalize their thinking. This externalization promotes a move from the intra-psychological plane, and rhetorical argument (i.e., one-sided arguments that attempt to persuade an audience), to the inter-psychological and dialogic argument (Vygotsky, 1978). In dialectical arguments, counterarguments are as equally important as the original argument. Here, the goal is interactive dialogue in which individual’s reason together to advance their opinions through the provision or disproving of presumptions.

Argumentative discussions (Kuhn et al., 1997; Reznitskaya et al., 2001) and similarly, collaborative discourse (Felton, 2004; Nussbaum & Kardash, 2005) have been shown to provide the appropriate means for students to communicate their opinions and allows them to apply newly attained argumentation skills to their writing. Yet, the notion that participation in classroom discussion can be a primary means for promoting the skills needed to compose written arguments has not been extensively investigated. It is therefore unclear whether argumentative discussion can be used to enhance students' writing, especially in the social studies classroom, where writing historical arguments is an integral part of epistemic practice.

Purpose Statement

The primary purposes for this review were two-fold. First, it was important to examine research conducted on social studies instruction with students in upper elementary through high school and to discuss directions for my own future research. Secondly, borrowing from exemplary work in the field of social studies instruction, promising techniques for the development of an intervention were considered. Most of the research to date in this line of work had focused on domain-specific learning strategies, the use of collaborative argumentation and debate in the classroom. My goal in this review was to examine the first two of these three practices and not the topic of debate in the classroom. Jonassen and Kim (2010) pointed out that the purpose of collaborative argumentation is to promote argumentative reasoning, dialogue, and to resolve differences of opinion by working together to construct and critique arguments. In argumentative debates, the goal of the argumentative discussion is to win or to gain the approval of the target audience (van Eemeren & Grootendorst, 1992). These types of

arguments are one-sided, so they have limitations in educational settings where multiple perspectives should be considered (Driver et al., 2000) and therefore, were not explored in this review. I also focused on types of questioning techniques in social studies classrooms and provided a selective review of these studies.

Although this review was not exhaustive, my goal was to highlight studies that made a particular impact on social studies instruction with middle elementary through high school aged learners. To start, a small body of work that investigated domain-specific strategies for developing historical understanding and historical reasoning through the use of argumentation was outlined. Next, I highlighted several investigations that examined methods for engaging and supporting argumentative discussions in the social studies classroom. Third, work that identified classroom instruction, teaching style, and practices in history classrooms were outlined. To conclude, suggests for how this work fits in the larger framework of history learning and recommendations for my own research and the development of an intervention were offered.

Method

Selection Procedures

To find research on the effects of using argumentation and/or oral discussion in social studies instruction, I searched eight databases. The databases included EBSCO, ERIC, JSTOR, Primary Search (EBSCO), PsychINFO, and the Social Sciences Citation Index. Key words used in the search included: (a) participant's age, youth, adolescents, and secondary students; (b) argumentative strategy instruction in social studies classrooms; using primary and secondary source documents, multiple historical documents, diverse, conflicting accounts of information, and contradictory sources of

information, writing arguments, argumentative writing, argumentative writing instruction, argumentative writing strategies, writing disciplinary arguments; (c) disability status; individuals with specific learning disabilities (SLD), learning disabled (LD), and struggling writers, (d) argumentative discourse; argumentative discussions, oral discussions, small-group discussions, structured argumentative discussions, discussing controversial topics, and argumentation through discussion; (e) content area classrooms, social studies or history, and disciplinary contexts.

Inclusion of Materials

From an initial list of 44 references, titles and electronic abstracts were examined to exclude articles that were not related to the purpose of this review. Of the remaining 24 research articles, 21 met elements of the following criteria for inclusion in this review: (a) published between 1990 and 2011; (b) contained participants with a range of writing abilities, but did not have to contain youth, adolescents, or young adults with disabilities or that performed at or below the average scores of same age peers on grade-level writing assessments; (c) measured performance on argument writing tasks, (d) examined the effects of using argumentative discussions in the classroom, (e) measured outcomes in a single experimental condition or through pretests before and posttests subsequent to the implementation of strategy instruction; (f) focused on writing or using argumentative discussions in whole class or small-group settings; and (g) were implemented in curriculum or school settings including elementary (Grade 3-6), middle or junior high school (Grade 7-8), secondary or high school (Grade 9-12), and college.

The 21 research articles examined in this review are presented in three domains. Aligning with the purpose of the review, these domains include: (a) reform efforts in

history education, (b) writing from historical documents, and (c) methods for engaging and supporting argumentative discussion.

Reform Efforts in History Education

Moving away from the mundane practices of fact memorization and dependence on textbooks, recent reform efforts in history and social studies have begun to emphasize the combination of (a) reading multiple texts that challenge students' preconceptions and (b) engagement in activities such as group work and discussion (Naumann et al., 2009). In addition, research findings are encouraging practitioners to provide greater opportunities to write and construct arguments in the history classroom (De La Paz, 2005; De La Paz & Felton, 2010). Although writing provides opportunities for learners to become personally active and involved in learning, Bereiter and Scardamalia (1987) determined that students need guidance and support to help them develop a sense of what effective disciplinary thinking is. In history classrooms, students must be explicitly taught how to think and write historically (De La Paz, 2005; De La Paz & Felton, 2010; Monte-Sano, 2008; Young & Leinhardt, 1998). Yet, published research on the impact of domain-specific approaches to disciplinary thinking lags behind calls for reform in social studies instruction (De La Paz & MacArthur, 2003). Here, I discuss several investigations that highlight exemplary discipline-specific instructional practices in the social studies classroom.

Monte-Sano (2008) used mixed methods in a multiple-case design to compare the practices of two high school teachers of U.S. history and their students' performance on evidence-based history essays. One class period per teacher was chosen for the study. Teacher comparisons were based on pre- and posttest essays, interviews, observations,

assignments, writing opportunities, reading opportunities, use of class time, and teacher feedback. A total of 42 high school juniors participated in the study. Students started the year at or below the average performance of their peers on writing assessments. Data were used to identify patterns of growth in each classroom over 7 months.

Teachers Bobeck and Rossi performed the same amount of reading and writing in their classrooms. Students wrote history essays every 2 weeks and read eight pages per day. In Bobeck's course, Monte-Sano (2008) reported that students learned the conventions of analytical writing and typically worked in groups to make sense of historical sources. In Rossi's class, students listened to lectures and worked independently, completing essays and reading the textbook. After 7 months, findings indicated that Bobeck's students improved their ability to write a historical argument despite the fact that they entered the school year with weaker historical writing skills. Overall, 81% of Bobeck's students improved in argumentation (overall change [SD] = 0.88) and 75% improved in historical reasoning (overall change [SD] = 0.81). Only 8% of Rossi's students improved in both areas. Based on Bobeck's instructional practices, it is suggested that the following qualities enhance argumentative writing in history classrooms: approaching history as evidence-based interpretation, reading historical texts and considering them as interpretations, supporting reading comprehension and historical thinking, asking students to develop interpretations and support them with evidence, and using direct instruction, guided practice, independent practice, and feedback to teach evidence-based writing (Monte-Sano, 2008). The findings reported by Monte-Sano (2008) support the use of multiple document sources during instruction in historical writing (Seixas, 2000; Young & Leinhardt, 1998) and teaching students strategies such as

sourcing, corroboration, and contextualization for historical reasoning (Nokes, Dole, and Hacker, 2007; Wineburg, 2001).

VanSledright (2002) reported on a 5th grade American History class made-up of 23 learners that he instructed. Data was collected through lesson plans, classroom videos, colleague field notes, and personal journals. Students' written assignments including their social studies logs, which were used to record thoughts about classroom discussions and teacher presentations, were also collected. The researcher interviewed all 23 students, but collected the bulk of his data from eight students who provided their views on history and what it meant to perform historical investigations.

Students were taught to be historical detectives through investigations that took place over a 4-month period. VanSledright outlined that his "historical detective work" began with spending roughly three class periods inquiring into historical mysteries. Students were supplied with a collection of primary and secondary sources from the historical event and taught how to go through a set of investigative procedures. Instruction also included small-group debates on the "why" question in the historical investigations and were concluded by a debriefing segment where the best arguments were discussed. In the final unit, students wrote essays addressing the question, were the colonists just rebelling and then going to war with England? The mystery mass starvation in the Jamestown colony in the winter of 1609-1610, English colonial development in North America, and possible causes of the American Revolution were the three topics that were explored.

The data suggested that teaching fifth graders to think about history using specialized investigative practices and analytic processes was met with some conditional

successes (VanSledright, 2002). Student responses to think-aloud questions indicated that 83% of the comments made involved level 1 and 2 comments and 61% of the overall total were devoted to level 1 only. Level 1 comments by students suggested that they were processing the documents using basic comprehension monitoring strategies as opposed to making advanced inter-textual evaluations based on the sources' reliability, subtext, and the author's intentions for constructing the document (Level 4). However, inter-textual comments increased from 17% in the initial task to 41% in the end-point task. This suggested that although students still relied on comprehension/monitoring strategies to construct initial meaning, they consistently progressed to moving from document to document to corroborate evidence and make interpretations. In sum, opportunities to investigate the past enhanced students' capacity to identify the nature of sources (primary and secondary) and cross-reference them, check and corroborate evidence before drawing conclusions, and read and analyze historical evidence critically (VanSledright, 2002). As expected, these gains were not consistent across students. Yet, VanSledright reported that all students demonstrated some competence as historical investigators, half even demonstrated occasional forms of expertise.

In their landmark study, Young and Leinhardt (1998) analyzed how five students in an advanced placement American history class responded to a series of document-based questions over the course of school year. One teacher, Ms. Sterling, was selected to teach the course based on evidence from multiple converging indexes of her expertise. Student data were collected from five writing samples and four document-based question essays. To trace the growth of historical literacy in students' document-based writing, Young and Leinhardt (1998) analyzed two major aspects of writing: organization and

document use. This was done by examining each student's synthesis, construction and general organization of ideas and documents. Consistent with disciplinary standards, each essay response was interpreted as a discourse synthesis in which contextual knowledge and primary source sampling were organized into a specific pattern of citation, evaluation, proof, and/or explanatory coherence.

To measure integration and argument development, Young and Leinhardt (1998) analyzed common patterns of organization, linguistic connections, document use and citation language in student's writing. Six major categories (i.e., constructor, exemplar, equivalence, place holder, causal, and qualifier) in which students linked and related ideas in their writing were identified and described. Finally, frequency of document-use per question, citations per question, document interpretation, citation language, document schemas, factors affecting document use, and general structures of ideas were examined and reported.

The findings at the end of the year indicated that although students continued to use common forms of organization, increasingly their ideas and text became less random and more specified by the historical factors emphasized by Ms. Sterling. Student's arguments within said patterns also grew increasingly more structured and complex. Statistical effect sizes were not reported for teaching style or feedback in this study. Overall, Young and Leinhardt's (1998) study suggests that excellent history instruction that engages students in a discipline, provides a rich array of primary and secondary source readings, involves students in active discourse aimed to reason about core disciplinary ideas using textual evidence, and invites student to act as authors

constructing an evidenced argument can support the development of complex writing skills even when these writing skills are not the object of explicit instruction.

Summary. The goal of this section was to examine several benchmark studies in the literature that describe exemplary instructional methods, and teaching styles in history education. Reform efforts have called for changes to the delivery of instruction in social studies and history classrooms. These three studies outline several notable practices for considerations. In particular, authors reported that students were: (a) actively engaged and listening in the discussions about classroom content, (b) provided with a rich array of primary and secondary source readings, (c) involved in active discourse aimed to reason about core disciplinary ideas, (d) invited to act as authors in constructing an evidence-based argument, and (e) taught using direct instruction, offered guided practice as well as independent practice, and provided with regular feedback on writing. These findings are similar to those in the literature on student-teacher interactions (Crawford, 2000) and teacher feedback (Reiser, Tabak, Sandeval, Smith, Steinmuller, & Leone, 1998), which highlight the importance of using discipline-specific curriculum materials for helping students engage in inquiry and investigation, and teacher understanding of the curriculum, beliefs about what is important, and ideas about the roles of the teacher and students.

Writing from Primary and Secondary Source Documents

In their landmark work, Rouet, Favart, Britt, and Perfetti (1997) asserted that historical knowledge is best communicated through a variety of document sources and text materials including: historical memoirs, essays, official documents, newspaper articles, and other forms of discourse. With such materials, the student of history must,

with an open-mind, piece together a mental representation from multiple sources of information. Indeed, the task of historical investigation involves the reconstruction and interpretation of past events, sometimes at the risk of uncertainty and controversy, through diverse, often discrepant perspectives about what actually occurred (Barton & Levstick, 1998; VanSledright, 2002; Wineburg, 1991). According to constructivists' views of learning, reading and writing from multiple documents helps students develop greater content knowledge, as well as an understanding about the interconnections between various events and historical figures (Stahl et al., 1996). More importantly, aside from content knowledge, which is insufficient for the study of history, reading and writing from multiple documents helps students acquire disciplinary knowledge, or the ability to think like a historian (LeBigot & Rouet, 2007; Rouet, et al., 1996; Stahl et al., 1996).

Below, several important articles to the literature on reading and writing from multiple source documents are summarized and suggestions for how these articles relate to the larger goal of developing disciplinary knowledge are offered.

Rouet, et al. (1996) investigated students' ability to reason with and about documentary evidence when learning about historical controversies. Specifically, the focus of the study was on two elements of document-based reasoning: (a) awareness about document types, and (b) application of document information in an essay writing task. A total of 24 undergraduate students were randomly assigned to two groups (e.g., primary group and secondary group) prior to the experimental condition. Both groups received four controversial questions related to the Panamanian revolution and the U.S.-Panama canal treaty, a statement of the controversy, a basic list of facts, and five shared

documents. The primary group also received two additional primary documents, while the secondary group was provided two additional historical essays.

The findings indicated that students in both groups demonstrated awareness about the characteristics of the different document types. Based on these findings, Rouet et al. (1996) suggested that typical college students were able to reason about different document types. These findings conflict with those of Wineburg's (1991) seminal work, which showed that inexperienced history students cannot distinguish between different types of historical evidence. The results of students' essay data showed that students were capable of reasoning *with* documents. Most essays provided a claim supported by different arguments, and at least one reference to a document (Rouet et al., 1996). However, the primary-group students were more likely to cite documents in their essays than secondary-group students, and referred most often to primary documents. Rouet et al. (1996) also pointed out that, although the textbook was consistently ranked as highly trustworthy and useful, it was never referenced in students' essays.

Stahl, et al.'s (1996) work, much like Rouet et al. (1996), has made a significant contribution to the current research on disciplinary literacy. In an experimental task, Stahl et al. assigned 44 high school students to two writing conditions and prompted them to read and integrate 11 multiple source materials into their writing. The participants were 10th grade students from two Advanced Placement U.S. History classes.

After examining the selection of ideas in written essays, Stahl et al. (1996) determined that students tended to cite information from short, well structured documents as opposed to long, ill structured text such as The Pentagon Papers. Also, Stahl et al. reported that the specific task students were given (i.e., describing an event or forming an

opinion about an event) did influence their performance on certain measures. For example, when writing their final essays, student asked to describe engaged in paraphrasing, reducing, and making overarching statements from particular text than did students asked to write an opinion. Students asked to write opinions made more evaluative/gist statements in essays and tended to move away from the text, toward broader generalities and statements without providing factual support from the text.

Stahl et al. (1996) reported that students in both writing tasks did not appear to use more than one source of information in forming their final essays. However, students asked to write opinions did use more ideas that came from multiple texts (64% of statements) than students asked to write descriptions (40% of statements). The results indicated that only 10% of statements made in opinion essays were from a single text. Nearly 60% of statements made in descriptive essays could be linked to a single document.

Expanding on their earlier work (Wiley & Voss, 1994; Wiley & Voss, 1996), Wiley and Voss (1999) assigned 64 college students to four conditions to examine the combined effects of presentation format and type of writing instruction on students' written essays. Half of the participants received information about a historical topic from eight separate source documents. The other half of the participants received information about the same historical topic through a textbook chapter. Within each presentation format, students were divided into fourths and directed to write a narrative, summary, explanation, or argument.

The results from the study indicated that providing multiple sources of information to groups of students and directing them to write arguments resulted in the

production of more integrated and casual essays than those produced by similar groups of students directed to write narratives, summaries, or explanations from a textbook chapter on the same topic. These findings suggest that essays written by students directed to write arguments using multiple source documents will contain a greater proportion of transformed sentences and fewer borrowed sentences. Additional findings suggested that students directed to write arguments from multiple source documents provided more transformed information and less borrowed information, more connections and more causal connections than those produced by comparison groups.

Importantly, although the presence of a specific reading comprehension measure such as a multiple-item test was not available in this investigation, Wiley and Voss (1999) submitted that a greater number of transformed sentences in students' writing provided a strong indication that argument writing led to greater text comprehension than other forms of writing. Seminal work by Scardamalia and Bereiter (1987) also highlights that the amount of information transformed in a written essay indicates a sign of deep comprehension and content understanding.

In one of the few studies on historical reading and writing interventions available in the literature, De La Paz (2005) expanded the focus of discipline-based writing and thinking to an inclusive, middle school, social studies classroom. The participants in the study were 70 eighth-graders of varying levels of academic ability (e.g., talented, average, and struggling writers). Twelve students in the study were identified as having a learning disability. A major focus of the intervention was to teach students to read primary source documents by applying Wineburg's (1991) sourcing, corroboration, and contextualization heuristics as they read. In addition, prior to constructing their essays,

students were taught to organize ideas from the primary sources using a mnemonic “STOP” and to employ text structure via a second mnemonic, “DARE.” Writing instruction lasted 10-days. Writing growth was measured according to students’: (a) essay length, (b) persuasive quality, (c) number of arguments, (d) historical accuracy, and (e) historical understanding.

Scores for essays written on the posttest prompt indicated there were significant differences between the experimental and control groups. Students in the experimental group wrote essays that were greater in length (effect size = 1.23), more persuasive (effect size = 1.19), and more historically accurate (effect size = 0.57) than students in the control groups. In relation to the argumentative writing strategy, students in the experimental group demonstrated a greater number of arguments in their posttest essays. Overall, De La Paz (2005) reported that students who received instruction in historical reasoning and argumentative writing wrote significantly better papers than students who did not receive such instruction. Notably, after instruction, students who were in need of special education services wrote essays that were comparable to those written by average and talented writers on most measures.

The writing outcomes reported by De La Paz (2005) for students with LD suggest that explicitly teaching historical reading and argument writing strategies in the general education classroom can have a significant impact on the comprehension and integration of multiple documents in written essays. De La Paz’s investigation also demonstrated that marked improvements in students’ argument writing and multiple document integration can be achieved with 4 weeks of instruction with middle school students.

Monte-Sano and De La Paz (in press) administered four document-based reading and writing tasks on the origins of the Cold War to determine whether the structure and focus of writing prompts affected the quality of students' historical reasoning. The participants included 101 tenth and eleventh grade students in four separate social studies classrooms. Students in each class were randomly assigned to complete one of the four assessment tasks. Assessment task prompts were given to students after they read background information. Each of the four writing prompts focused on understanding western views about the origins of the Cold War conflict and the question of why western leaders might speak out against the Soviet Union. Each prompt was worded differently to frame the issue of Cold War causes from multiple historical angles. The four prompts included: (a) a situated question (imagine that you were living in that time period), (b) a perspective question (focus on the motivations of two conflicting perspectives), (c) a document analysis question (identify similarities and differences in two documents), and (d) a causal question (why Churchill and Truman spoke out against communism).

Students were taught to follow a mnemonic ("MEAL"; main idea, evidence, analysis, and link to thesis) by participating teachers before the investigation began and reintroduced to the concept at the end of each of the four writing tasks in an attempt to elicit historical writing in response to the historical prompts.

A regression analysis indicated that the writing prompt students were provided accounted for a significant proportion of the variance in the overall quality of students' historical writing ($p = .006$). Students in the perspective, document analysis, and causal conditions demonstrated significantly stronger attention to or reconciliation of historical perspectives in their essays. The regression analysis indicated that 31% of the variance in

the overall historical quality of students writing can be explained by the writing task and a combination of other background factors. These results indicate that writing prompts focused on sourcing, corroboration of documents, and causation are more likely to elicit adolescents' attention to historical perspectives than prompts that ask students to imagine themselves as historical agents (Monte-Sano & De La Paz, in press).

Responding to similar calls for reform in social studies, Nokes, et al. (2007) developed four instructional interventions to compare the effectiveness of heuristic-focused instruction and content-focused instruction on high school students' learning of historical content. The participants in the study included 246 eleventh-grade students and eight United States history teachers. For the investigation, eight intact history classrooms in two high schools were randomly assigned to one of four conditions. The goal of the investigation was to pair a particular type of text (traditional text vs. multiple texts) with a particular type of instruction (content instruction vs. heuristic instruction). The four interventions included: (a) traditional textbooks and content instruction, (b) traditional textbooks and heuristic instruction, (c) multiple texts and content instruction, or (d) multiple texts and heuristic instruction.

Instruction was embedded in a 15-day history unit on major events and trends in the United States in the 1920s and 1930s. Content instruction was taught to students in ten, one hour lessons based on the content from the history textbook. Students that received heuristic instruction were also taught in ten, one hour sessions, but learned to view documents as evidence in an investigation and to develop three heuristics: sourcing, corroboration, and contextualization. The two types of text in the study differed between a single textbook format and multiple document sources (primary and secondary

sources), which present text information through the use of multiple formats. Three measures were used to measure student progress: (a) student observations to measure text use, (b) a 40-question, five-option multiple-choice test, and (c) written essays.

The results suggested that students who read multiple texts with a focus on historical content outperformed students from all other interventions on the 40-question content knowledge test ($p < .01$). Students who used multiple texts to study heuristics scored significantly higher than students who used traditional texts to study heuristics ($p < .02$) In addition, students who used multiple texts to study heuristics scored significantly higher on sourcing ($p < .001$) and corroboration ($p < .01$) posttest essays than any other intervention group. However, Nokes and colleagues reported that the contextualization heuristic was rarely used by any of the groups of students both before and after the intervention. Students' use of document evidence in essays also did not differ significantly among groups ($p = .21$). These findings suggest that teaching students to investigate multiple document sources and the use of heuristics such as sourcing, and corroboration during history instruction can lead to a deeper understanding about thinking and writing historically.

Extending her earlier work, De La Paz and Felton (2010) examined the effectiveness of a cognitive apprenticeship model for instruction and an integrated reading and writing intervention on students' abilities to write evidence based arguments in history. A total of 160, 11th grade students received instruction in four US history classrooms at two separate high schools. Students in the experimental groups were taught specific strategies in both historical reasoning and argumentative writing using document sets. Document sets contained: (a) a two page historical overview, (b) a timeline from the

district's adopted textbooks, (c) opportunities to examine the events when situated within other American or world events, (d) 1-2 cartoons, and (e) 1-4 primary textual sources and one secondary textual source. The argumentative writing strategy was a modified version of the self-regulated strategy development (SRSD) model. De La Paz and Felton (2010) also used the mnemonic "STOP" to remind students to include content from primary sources and to consider both sides of an issue before writing their essays.

The results of statistical measures demonstrated a significant group effect. Students in the experimental group were twice as likely to earn the highest quality rating (4) on posttest essays as students in the comparison group. Overall, students in the experimental group had a 57% chance of scoring a 3 or 4 quality rating on posttest essays. Students in the comparison group had a 39% chance of earning the same score. De La Paz & Felton (2010) also found that students in the experimental group wrote essays that contained more elaborated claims and rebuttals than participants in the comparison group. Eighty-three percent of students in the experimental group used documents and/or quotes in their posttest essays to support their claims. For the comparison group, a little more than half used documents and/or quotes to support claims in posttest essays. These findings are significant in part because they replicate De La Paz's earlier findings, and because in the more recent study, the intervention was compared to a defensible comparison condition rather than a posttest only control group. Moreover, the results extend earlier positive findings from middle to high school students.

In their empirical work, Young and Leinhardt (1998) suggested that if students are to master the discursive practices of the disciplinary community, instructional activities

must be embedded with tools and strategies that both support and encourage using specialized skills. In addition to providing students strategy instruction for reading and writing arguments from multiple documents (De La Paz, 2005), students also learned specific strategies for reconciling primary and secondary accounts that contained conflicting information and conflicting points of view to build on understanding of historical events (De La Paz & Felton, 2010). Scaffolding for reconciling document sources was faded after one-week and reviewed intermittently (between one- and two-times per week) over the course of the investigation. Thus, with minimal effort invested, students learned a valuable domain-specific strategy that led to increased perspective recognition and content retention on posttest essays.

Borrowing from De La Paz's (1997; 1999) work, Reynolds and Perin (2009) compared two techniques for teaching middle school students to compose essays in social studies classrooms. The two techniques were Text Structure Instruction (TSI), which focused on summarizing text characteristics and the use of graphic organizers and PLAN & WRITE for Summarization (PWS), a self-regulated strategy development intervention. The TSI strategy was taught through the mnemonic STRUCTURING (Scan the passage, Think of structure and the big main idea; Read the paragraphs, Underline the important point of each paragraph; Choose one interesting detail; Take notes using frame; U-Turn (repeat with second passage); Review organization of notes; Introduce with topic sentence; Next point; and Go back and edit. Similarly, The mnemonics PLAN (Pick out the main ideas, List main ideas, Add supporting details, Number your ideas) and WRITE (Work from your plan to develop topic sentences, Remember your goals, Include transition words, Try to use different kinds of sentences, and Edit your work) which

emphasized the process of note-taking, composing, editing and revision, and self-monitoring was used to teach the PWS strategy.

Reynolds and Perin also included a control condition entitled Neutral Literacy (NL) where students were engaged in reading and writing tasks but did not receive any instruction. The participants were 121 students in six grade 7 social studies classrooms. Students' writing was examined for main ideas and writing quality at four times, pre, post, near transfer, and far transfer. A 16-item content knowledge test was also administered at pre- and posttest.

The results indicated that both TSI and PWS groups were significantly better at identifying main ideas than the NL group (effect size $\eta^2 = .04$). Comparisons on writing quality measures showed that both TSI and PWS produced better essays than the NL group (effect sizes of $d = 0.96$ and $d = 0.26$, respectively). TSI showed greater gains than PWS, effect size $d = 0.52$. At near transfer, TSI and PWS main idea scores declined by 1–2%, whereas the control groups' scores declined by 14%. Also at near transfer, the TSI group's writing scores improved slightly, the PWS group's writing quality scores declined slightly (0.76 of the maximum score of 16), and the control group's scores declined by approximately 2 points. At far transfer, TSI and PWS main idea scores declined by 4–6% and the NL group's scores declined by 15%. At far transfer, the two treatment groups' writing quality scores declined slightly (TSI = 0.28, PWS = 1.65), compared to more pronounced declines in the control group's scores (NL = 2.48).

The findings also showed that both TSI and PWS produced significantly greater gains on the 16-item content knowledge assessment than the NL group (effect sizes of $d = 2.36$ and $d = 1.49$, respectively). TSI showed greater gains than PWS in content

knowledge (effect size $d = 0.72$). Importantly, Reynolds and Perin's (2007) work suggests that the two approaches to writing, text structure instruction (TSI) and PLAN & WRITE for Summarization (PWS), helped students learn to summarize main ideas, improve writing quality, and develop content knowledge more effectively than normal literacy instruction.

Summary. The literature on writing from primary and secondary sources has shown that, aside from explicitly teaching students specific strategies, providing youth with a rich array of document sources helped students develop a more diverse understanding of historical content (LeBigot & Rouet, 2007; Nokes et al., 2007; Wiley & Voss, 1999), as well as an understanding about the interconnections between historical events, trends, and figures (Rouet, et al., 1996; Young & Leinhardt, 1998). Furthermore, providing youth primary and secondary source documentation and prompting them to use these sources to construct knowledge helped students develop greater disciplinary knowledge, or the ability to think like a historian (Greene, 1994; Stahl et al., 1996). Yet, there are several inconsistencies in the literature (Rouet et al., 1996; Stahl et al., 1996; Wineburg, 1991). More recent work suggests that students need focused prompting (Monte-Sano & De La Paz, in press) and access to instructional activities that are embedded with tools and strategies that support and encourage using disciplinary thinking skills (De La Paz, 2005; De La Paz & Felton, 2010). Specific benefits for teaching students to follow text structure were also found in one investigation (Reynolds & Perin, 2009). Few researchers however have looked directly at specific tools and strategies for facilitating argumentative discussions from source documentation. More

work is clearly needed to better understand how these processes and practices utilized by the historical community can be provided to students during instruction.

Methods for Engaging and Supporting Argumentative Discussions

As the diversity of our population continues to expand so too have the abilities and learning styles of our youth. Thus, Felton and Herko (2004) suggested that it is important to create a multilayered learning experience that allows many points of entry for student growth and understanding. Reform efforts in history have emphasized a shift away from dependence on textbooks and teacher lecture, to more epistemic ways of thinking such as constructing meaning from primary and secondary source documents, and embedding disciplinary argumentation into instructional practice (Bain, 2006; Shanahan & Shanahan, 2008). Research suggests that two of the more common ways to engage and support students in developing disciplinary arguments is through the use of oral discussion and critical questioning or prompts. In this section, I highlight several exemplary methods for integrating these techniques in social studies instruction. It is also important to point out how these methods can be used to support students as they transfer the knowledge produced in oral discussions to their written compositions.

Effective adolescent literacy classroom and intervention practices. The Institute of Educational Sciences (IES) published five evidence-based recommendations for improving adolescent literacy (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008). One of these recommendations was that educators provide opportunities for extended discussion of text meaning and interpretation. The five research studies synthesized in the report found that high quality discussions of the meaning and interpretation of text in various content areas was an important way to improve reading

comprehension. Specifically, discussions in whole class and/or small-group settings were most effective when:

“Students were able to carry-out sustained discussions with the teacher or other students, present or defend individual interpretations and points of view, use text content, background knowledge, and reasoning to support interpretations and conclusions, and listen to the points of view and reasoned arguments of others participating in the discussion (p. 21).”

In the course of a good discussion students are presented with multiple examples of how meaning can be constructed from text. Students also learn to work together to sharpen their understanding with, against, and from each other’s interpretations. Kamil et al. (2008) also found that, in addition to exposure to a variety of interpretations, classroom discussions enhance text comprehension because they depart from the quick question and answer exchanges that often occur in the classroom. Authentic classroom discussions involve sustained interactions and allow students to explore a topic in greater depth.

To engage students in high-quality discussions of text meaning and interpretation Kamil and his colleagues offered four suggestions. First, teachers must carefully prepare and plan for classroom discussions by selecting appropriate text that can stimulate and have multiple interpretations. Second, teachers should ask follow-up questions that help provide continuity and extend the discussion. That is, in addition to typical questions that are used to frame discussions, teachers must prepare follow-up questions that incite diverse interpretations or clues about looking at the topic from a different angle. Third, students should be provided activities, or discussion formats, that they can follow when

they discuss texts together in small groups. Students may take turns leading the discussion, and or serving different roles, identifying problems in the story, and making predictions about upcoming events or outcomes. Fourth, teachers should establish and practice the use of a specific discussion protocol. Kamil et al. (2008) suggested that engaging in classroom discussions effectively is a challenge therefore teachers should use specific guidelines that clarify procedures, teacher, and student roles and use these guidelines consistently.

Notwithstanding, in their report Kamil and colleagues (2008) pointed out that the aforementioned recommendations should be used cautiously as there was only a moderate level of evidence available in the literature to support the benefits that accompany classroom discussion. Several roadblocks such as lack of student involvement, insufficient class time, and poor teacher readiness to engage in effective discussions lead many educators to return to the lecture, question and recitation format.

Argumentative discourse and collaborative discussion. Erduran, Simon, and Osborne (2004) described the effects of using Toulmin's Argument Pattern (TAP) to enhance the development of argumentative discourse in a two-and-a-half year project entitled: Enhancing the Quality of Argument in School Classrooms. Two methods were developed to collect data on 12 Grade 8 teachers who participated in the project. First, the distribution of TAPs in whole-class discussions was traced and teacher profiles were developed based on lessons taught. In method 2, Enduran et al. focused on the nature of rebuttals in small-group discussions to assess students' dialogical argumentation at the beginning and end of the school year. Transcripts were coded one year apart and randomly across the two years.

The findings suggested several trends among the 12 teachers. First, all 12 teachers emphasized the TAP form regularly and incorporated argumentation in their classrooms. The degree and nature of different permutations of TAP, however, varied across teacher's implementation of the lesson. Thus, there was a teacher-specific effect to the profile of argumentation discourse even though much of the TAP contributions came from students who, likewise, varied across the two-year project. When the data was collapsed across all teachers, there was a significant ($p < 0.01$) difference between year 1 and year 2 teachers with teachers in year 2 providing more elaborated arguments in the second implementation of the lesson.

Transcripts of group discussions examining the number of episodes of explicit opposition in student discourse were categorized in a five-level framework of argumentation quality. Enduran et al. (2004) found the largest number of arguments emerging from the data was at level two (i.e., arguments consisting of claims with data, warrants, and/or backings, but containing no rebuttals). Level 3 arguments increased from 40% to 55% by the end of the school year. Level 1 arguments in student conversations decreased from 22% to 15%. These findings suggested that by the end of the year, only a small minority of students were presenting arguments without offering some rationale or grounds for their claims.

Although Enduran and colleagues' (2004) work focused more on rhetorical argumentation, it is important to note that an inherent weakness in students' arguments, both before and after instruction, was the absence of rebuttals. The lack of awareness about alternative perspective might be due to the use of Toulman's Argument Pattern (Driver et al., 2000; Jonassen & Kim, 2010) as a framework for instruction. Thus, models

such as Walton's (2007) dialectical framework for teaching argumentation may provide a means for communicating the importance of including rebuttals in argumentative discussion.

Gersten, Baker, Smith-Johnson, Dimino, and Peterson (2006) investigated a 5-week unit of instruction on the Civil Rights Movement (CRM) with 76 middle school students, 36 of whom had learning disabilities (LD). Students were matched on pretest data and randomly assigned to either the experimental group (EG) or control group (CG). Curriculum content for both groups was identical however, students in the experimental group received interactive instructional procedures. Classroom instruction centered on a documentary entitled *Eyes on the Prize* (DeVinney, 1991). A 2-hour version of the documentary was divided into 18 parts of 4 to 10 min segments and presented to students during each session. Students were also provided readings from the course textbook *Understanding American History*, through a series of articles from magazines such as *Life* and *Time*, and in an excerpt from the book *The Century*.

The experimental group received interaction instruction through activities such as compare-contrast tasks where students evaluated characters and various events from the CRM. Students in the EG were also asked a series of "How would you feel if..." questions designed to help the students construct narratives about people in the CRM. Sessions were videotaped and teachers provided guidance and questions to stimulate the discussions. Students worked in peer dyads to answer questions, share responses, and read passages collaboratively. Students in the control group worked on the aforementioned activities independently. Students' learning outcomes were assessed

through three measures: (a) a vocabulary matching task, (b) a written exam consisting of both short answer and essay questions, and (c) a content interview.

The findings showed that students that took part in the interactive instructional procedures performed significantly better than students who were in the control group on the content interview ($p = .032$). Scores from the written essay test were also significant suggesting that students who performed interactive instructional activities wrote better essays than students who did not (effect size = 1.00). Importantly, using a multiple regression analysis, Gerston et al. (2006) found that students' scores in the control group on the pretest assessment explained 53% of the variance in posttest scores. This suggested that students with high prior content knowledge performed much better on posttest measures than students with moderate to low prior content knowledge in the control group. For students that participated in interactive procedures in the social studies classroom, pretest scores explained only 1% of the variance in posttest scores – indicating that using interactive instructional procedures can be an effective means for reaching a variety of learners.

Nussbaum and Edwards (2011) examined the use of: (a) critical questions, (b) argument vee-diagrams (AVD), and dialectical scaffolding (integrative and refutation argument stratagems) to help students produce more integrated arguments. The study was conducted for 20 weeks in three sections of a seventh-grade social studies classroom. The overall sample consisted of 20 students in the experimental group (10 per section) and 10 students in the control group. Participants in the experimental group engaged in whole-class discussions on five controversial topics. The first 30 min of each class was typically spent on “pre-discussion” activities aimed at helping students understand the topic.

Classroom teachers guided students in the activities and directed discussions by prompting students to consider arguments and counterarguments for each topic. Students were also provided Argument Vee-Diagrams (AVD) to support the construction of arguments and to evaluate arguments from oral discourse.

During the fifth discussion session, Nussbaum and Edwards (2011) introduced the concept of critical questioning with the purpose of teaching students how to engage in deliberative argumentation. Of the 25 argumentative schemes and accompanying critical questions Walton, Reed, and Macagno (2008) prescribed, Nussbaum and Edwards modified and provided instruction to students on seven. Students in the control group received instruction on the same five controversial topics from a third classroom teacher, but did not participate in group discussions, work with AVD's, or learn about critical questions.

The results of the investigation indicated that the three argumentative scaffolds provided to students in the experimental group helped them produce more integrative arguments than students in the control group (Nussbaum & Edwards, 2011). From phase 1 to phase 2, there were significant increases in the average frequency of weighing stratagems among the experimental group (0.00 to 0.21), but not in the control group (0.03 to 0.07). This effect was maintained on the final topic when critical question prompts and the inclusion of a class discussion on the topic were removed prior to completing the AVD's. There was no evidence that students in the experimental group made arguments that contained a greater number of design claims than students in the control group. However, students in the experimental group did make more practical design claims in their arguments. The presence on an interaction effect was also apparent

between the two phases and the mean number and percentage of practical design claims in the experimental group. Specifically, the mean number increased significantly from 0.30 to 0.54 from phase 1 to phase 2 indicating that the inclusion of critical questions influenced the integration of practical design claims in students' arguments.

As a side note, earlier work by Nussbaum (2005) cited a design claim as a claim regarding how a solution should be designed. Nussbaum and his colleagues suggested that the design claim is mostly applicable to practical, action-oriented arguments for why someone should do something (Nussbaum & Schraw, 2007). For example, in response to the argument that children should not watch violent TV shows because they might imitate the violence, a type of design claim would be to have parent watch TV with their children so that the negative effects of violence could be explained to the child. These types of claims are considered integrative because "they preserve the benefits of an alternative while reducing negative consequences cited in a counterargument, thus taking the counterargument into account" (Nussbaum & Edwards, 2011, p. 447-448). Nussbaum and Edwards also refer to weighing, or showing that the probable benefits of a course of action outweigh the negative consequences, and refutation, or the attempt to show that the conclusions of the counterargument are false or that the counterargument is somehow flawed. Nussbaum and Schraw (2007) explained that these three strategies could be used to construct an integrative argument. However, the design claim and weighing strategies are more integrative argument strategies than refutations.

Importantly, the findings from Erduran and colleague's (2004) and Nussbaum and Edward's (2011) work indicates that another way of scaffolding argumentation is by helping learners to visualize arguments. Visualizing arguments enables students to see the

structure of the argument, thus facilitating its more rigorous construction and subsequent communication (Buckland & Chinn, 2010). It also helps learners visualize and identify “the important ideas in a debate as concrete objects that can be pointed to, linked to other objects, and discussed” (Suthers and Jones 1997, p. 1).

In the first of three investigations, MacArthur, Ferretti, and Okolo (2002) investigated an eight-week project-based unit about immigration to the United States in the late 19th and early 20th century with 31 grade 6 students with and without disabilities. The purpose of the unit was to study the “ways of life” of Chinese and Eastern European Jews that gave rise to their immigration, and the conflicts that ensued as a result of arriving in the United States. Students worked together in small-groups (4 to 5 students) to study and interpret evidence that was designed to help them understand the immigrant and nativist viewpoints about immigration. The unit was made-up of five distinct lessons that were taught over 25 class periods or one school marking period.

The content of the five lessons included: (a) an introduction to the “migration and conflict” schema about a Guatemalan immigrant, (b) understanding the dynamics of the United States during the industrialization, (c) an examination into the cultural and environmental conditions of Chinese and European Jews’ homelands and motivations for immigrating, (d) understanding the conditions and opportunities in the United States during the end of the 19th and early 20th century, and (e) an examination of the nativists perspective and understanding the sources of conflict and competition between groups that lived in the United States and those who immigrated. The unit concluded with a debate about the desirability of immigration during this time period. Students were assessed using a 20-item multiple-choice test, and an attitudinal scale that measured self-

efficacy, academic motivation in social studies, and attitudes toward cooperative learning. Students were also interviewed about major concepts pertaining to the time period examined. Classroom instruction and student debates were observed and videotaped twice per week.

MacArthur and colleagues reported that main effects for time were significant on the content knowledge (effect size = 1.7) and self-efficacy assessments (effect size = 0.8) from pre- to posttest. However, no significant main effect was found for attitude toward cooperative learning and academic intrinsic motivation. Interestingly, an interaction for time and group was found for attitude toward cooperative learning ($p < 0.001$), suggesting that students' attitudes toward cooperative learning declined from pretest to posttest. Scores from student interviews suggested that both students with and without disabilities made significant gains over the course of the eight-week investigation ($p = 0.03$). The results of the debates showed that participation among the 31 students was widespread with only seven of the students taking fewer than five conversational turns. Mean turns for boys (11.4), girls (11.2), and for students with disabilities (11.7) and without disabilities (11.1) were nearly the same. This analysis suggests that using activities such as argumentative discourse and classroom debate promotes meaningful participation among all categories of students.

Building on their earlier work, Ferretti, MacArthur, and Okolo (2001) examined an instructional unit designed to counteract the effects of biases and misconceptions in students' historical understanding of the U.S. westward expansion in the 19th-century. The study was conducted in an inclusive 5th grade classroom made-up of 32 students (8 students with disabilities, 24 typically developing students) and two teachers – one

special education and one general education teacher. The instructional unit was composed of 8 lessons that were completed over an 8-week period. Lesson content included: (a) examining the authenticity of authorial perspectives through primary and secondary source documents, (b) working collaboratively in groups, and (c) teacher led small-group discussions.

Ferretti and colleagues also taught students two strategies or schemas to help them analyze and understand key concepts about westward expansion. These schemas included the *ways of life* schema which assisted students in understanding political, economic, and religious belief during the period, and the *migration and conflict* schema which supported students in learning the causes and consequences of westward migration. Outcomes were measured using a 22-item content knowledge test and through individual interviews with 18 students. Interviews consisted of 17 content knowledge questions and 12 procedural knowledge questions that probed students' disciplinary skills and knowledge (i.e., sourcing, corroboration, and substantiation).

Overall, the findings indicated that both students with disabilities and their typically developing peers made significant gains from pretest to posttest on all measures ($p = .04$ and $p < .001$, respectively). On the content knowledge test, students with disabilities increased their scores from an average of 8.0 to 11.8 correct. Typically developing students improved average scores from 8.9 to 15.7 correct on the same measure. Students' scores for historical reasoning and understanding of migration were also significant for time ($p < .001$) and disability status ($p = .027$). Significant improvements were notable for both groups of students on the total interview, historical reasoning, and migration concepts. However, students continued to demonstrate

misconceptions about the U.S. westward expansion and the processes of historical investigation as evidenced in students' responses both prior to and after instruction.

Okolo, Ferretti, and MacArthur (2001) examined the nature of whole-class discussions and teachers' instruction during discussions about historical topics that occurred in two previous investigations. The historical topics included an investigation into the *ways of life* of two immigrant groups (Chinese and European Jews) and an exploration of westward expansion in the late 19th and early 20th century in the United States. Four lessons were videotaped and analyzed to determine the nature of discussion sequences, rates of participation, and instructional challenges encountered by the teachers and students. Information about student outcomes pertaining to the two historical units including multiple-choice knowledge tests, individual interviews about students' understanding of historical topics and the process of historical inquiry, student presentations and debates, and attitude surveys were also examined.

The analysis of discussion sequences indicated that although the teacher talked for the majority of instruction during all four lessons, students participated at a high rate, with discussion sequences occurring once or more per minute for three of the four lessons. In all four lessons, initiations were made by teachers and were structured as questions, invitations to share a comment, or, less frequently, as opportunities to share opinions via a show of hands. About half of the time, these invitations were directed at specific students in an attempt to engage in the discussion. Furthermore, a single student issued most responses, although about 10% of the responses were issued by a group of students answering or commenting simultaneously. Students' responses were generally

one or two sentences in length, although teachers often prompted students to expand or elaborate responses.

Okolo et al. (2007) reported that nearly two-thirds or more of the class participated in discussion in each lesson. However, because choral responses were not accounted for, these findings were probably an underestimate. Presentism, or the human tendency to interpret the past in light of our present lives and experiences, was also a major challenge to students' understanding of historical content and classroom discussions. Teacher interviews indicated that participating teachers valued the use of classroom instruction and believed that limitations in students' abilities to communicate opinions and debate specific beliefs could be improved through increased exposure to whole-class and small-group oral discussions.

Reisman (2011) examined the effects of using whole-class text-based discussions in classrooms in a six-month intervention in 11th grade history classrooms, basing instruction on ideas from Stanford University's Reading like a Historian (RLH) project. The investigation directly compared students whose teachers used the document-based RLH curriculum to students in traditional history classrooms. Treatment classrooms were made-up of five classrooms from five separate high schools. Students in the treatment classes received "Document-Based Lessons" which consisted of four lesson components: (a) reviewing background knowledge, (b) posing the central historical question, (c) reading and interpreting historical documents, and (d) whole-class discussion. Specifically, students learned to review relevant historical background information and prepared to engage with lesson documents. Students were then presented with a historical question that required investigation. Each investigation used a document set made-up of

between 2-5 primary documents that highlighted the central historical question from two different perspectives. The treatment group also received guiding questions and graphic organizers to assist them in applying newly learned strategies of disciplinary historical reading, sourcing, contextualization, and corroboration. In the final component, students engaged in whole-class discussions about the historical question.

Reisman's (2011) analysis focused on teacher and student participation in the document-based whole-class discussions that was expected to occur at the end of each RLH lessons. Classroom lessons were videotaped and analyzed during whole-class discussion. In order to qualify as an argument, students' wording had to contain both a claim and a warrant. Warrants were sorted into six categories: moral, projection, textual, sourcing, contextualization, and historical subjectivity. Teacher participation was categorized into two categories: generic, and historic. The larger findings showed that only three discussions from a total of over 100 videotaped lessons included components of discussion where students considered subjectivity and what Reisman (2011) termed the historical problem space. The nine discussions outlined occurred in three of the five participating classrooms. Results showed the one teacher, Ms. Smith's, discussions related to the central question a total of 42 minutes. Ms. Clay's discussions totaled 53.5 minutes, and Ms. Addams discussions totaled 30 minutes. Reisman reported that, although investigators videotaped between 1,000 to 1,800 minutes of instruction per teacher and provided explicit directions during RLH lessons, substantial whole-class text-based discussion was limited. Even further, in all nine cases, the central historical question was evaluative rather than interpretive. This indicated that students tended to judge historical actors, rather than make decisions about historical figures based on

examinations of textual evidence. In terms of arguments, students most often made moral and projection arguments (40-50%), and textual arguments (30-50%).

Moreover, only one-third to one-half of students' arguments were substantiated by textual warrants. Teachers also assigned students to write essays that required students to substantiate arguments about a given topic with evidence from historical documents.

Lastly, Reisman (2011) found that three of the five teachers involved in the study regularly referred to the strategies of historical reading, sourcing, contextualization, and corroboration and acknowledged students when they applied them correctly. These findings suggest that, despite the lack of certain components of historical argumentation in student's discussions, teachers play a pivotal role in teaching students to adopt the epistemic practices used by historians.

Bridging the gap between speaking and writing. Felton and Herko (2004) completed a writing workshop with 11th grade students in a humanities class to improve oral and written arguments. Three contemporary topics were chosen for debate: hate speech, abortion, and gun control. The initial instruction included a 45-minute lesson on the structure of arguments and a series of activities designed to enhance students' awareness of presenting two-sided arguments in persuasive writing. Students were also introduced to core vocabulary terms used in disciplinary argumentation. Next, using a high-interest topic chosen by students, Felton and Herko modeled the argumentative writing process through a simplified version of Toulmin's (1958) framework which included positions, claims, warrants, and data. To clarify the terminology, the mnemonic PREP (a position on a topic, one or more reasons to support that position, explanation for

those reasons, and proof to support both the reasons and the explanation) was used to make the framework more memorable.

In the follow-up stage, students were provided with an opportunity to read further into the topics and develop multiple perspectives. Students were then assigned to positions on the issues and discussed preparing arguments for both sides. To prepare for the writing process, students completed a blank PREP graphic organizer and planned individually to compose their arguments. In the third stage of the workshop, students continued to develop and revise their two-sided arguments through oral debates. Here students were exposed to opposing views on controversial topics, and critiqued by peers on their claims. The debating activity offered one student from each side the chance to argue with a student from the opposing side while a second student on both sides listened closely and offered feedback to his or her partner. After students received feedback, the students filled out a graphic organizer entitled: *the critique sheet*, then switched roles. In the final stage, students were encouraged to evaluate their previously written argument essays and make appropriate revisions. Students were provided a set of questions in a revision worksheet that guided them in focusing on their arguments and in relating the verbal debate experience to their written essays.

Overall, the writing workshop included; modeling a good argument, prewriting activities, and revision activities, which involved an oral debate and partnered responses to written arguments. All three topics were explored over six 90-minute block periods. Felton and Herko (2004) reported that the multistage argumentative writing workshop helped students overcome three obstacles to transforming oral argumentation into writing. This included a greater understanding of alternative perspectives, more seamless

transitions from dialogue to writing, and a schema for structuring arguments. Felton and Herko (2004) suggested that these findings show that giving students the opportunity to formulate and defend their opinions in various content areas allows teachers to tap into their students' natural talent for arguments. As students begin to demonstrate their ability to voice and defend their opinions in the classrooms, teachers can further refine the process of composing sound written arguments.

Reznitskaya, Anderson, and Kuo (2007) employed a quasi-experimental design, using intact groups, to investigate the effects of oral discussion and explicit instruction to help elementary-aged students (i.e., Grades 4 and 5) acquire a sense of the overall structure of an argument, or an argument schema. Three postintervention tasks were used to examine student learning and transfer: (a) an interview designed to assess the knowledge of argumentation principles, (b) a reflective essay, and (c) recall of an argumentative text.

Students and teachers from six 4th and 5th grade classrooms participated in the study. Altogether there were 57 boys and 71 girls for a total of 128 student participants. Each classroom had roughly 21 students. Each of the six classes was randomly assigned to three treatment conditions. The three conditions were: a collaborative-reasoning only condition (CR-only), collaborative-reasoning + explicit lessons condition (CR + lessons), and regular classroom instruction condition. Students that participated in collaborative-reasoning took part in four collaborative-reasoning discussions, which typically lasted for 15 to 20 minutes. Students in the CR + lessons also received instruction on argumentation through two scripted lessons. CR-only and CR + lessons conditions met twice a week to participate in the activities scheduled for their respective treatments. Instruction in all

three conditions was completed in two regular school weeks (i.e., 10-days). Lessons were taught by the student's regular education teachers and monitored by the first author to ensure implementation fidelity (Reznitskaya et al., 2007).

The results showed that on the schema-articulation measure, the mean for the CR + lessons condition was significantly higher than the means for the CR-only and routine conditions ($p = .00$) at both grade levels. Also, at both grades, the means of the CR-only and routine conditions were not statistically different. For reflective writing, in grade 5, the mean for the essay-for measure in the CR-only condition was significantly higher than the means in the CR + lessons and in the routine conditions ($p = .00$). The difference between the CR + lessons and routine conditions was not statistically significant. In grade 4, Reznitskaya and colleagues reported that none of the differences reached statistical significance, although, as in grade 5, the CR-only mean was higher than the means in the other two conditions. For the essay-against measure, the only significant difference was between the CR only and CR lessons conditions ($p = .02$) in grade 5, with the CR-only mean being higher.

Notwithstanding, in both grade levels the length of students' essays in the CR-only condition was far greater than those of students in the other conditions. The essays of 5th grade students in the CR-only condition also contained significantly more argument-relevant propositions than the compositions written by the students from the other two conditions. Reznitskaya et al. (2007) also reported that in the schema-articulation task, students in the CR + lesson condition displayed significantly better knowledge of the argument schema than did the other groups. Although not statistically

significant, the difference between the CR-only and routine conditions was in the expected direction.

The findings reported by Reznitskaya and colleagues are consistent with the findings of three other quasi-experimental studies that used collaborative reasoning (Dong, Anderson, Li, & Kim, 2006; Kim, 2001; Reznitskaya et al., 2001). This work supports the idea that group oral discussions improve an individual's ability to generate more argument-relevant propositions in writing, although not all comparisons resulted in statistically significant findings. Notably, Reznitskaya et al. (2007) suggested that students in the CR + lessons condition performed poorly on reflective writing tasks due to an interference between low levels of mastery of the argument schema and their ability to write extensive compositions. Although these same students had a more complete knowledge of the components of an argument schema on the schema-articulation task, they had not fully acquired the ability to use the schema flexibly in new contexts.

Summary. Work in the area of argumentative discussion has revealed several effective methods for engaging and supporting students as they participate in structured arguments. Two of the more promising approaches appear to involve teaching students to ask critical questions (Nussbaum & Edwards, 2011) and providing youth with an argumentative framework (e.g., Toulman [1958], Walton et al. [2008]) for understanding the constructs of well-developed arguments (Erdurin, 2004; MacArthur et al., 2002; Nussbaum & Edwards, 2011). The findings in these studies have demonstrated that providing youth these tools assists them not only in developing an initial argumentative stance, but also prompts them to consider alternative positions, counterarguments, and rebuttals (Ferretti, et al., 2007; Nussbaum & Edwards, 2011). More importantly,

argumentative discussions have been a positive tool for activating student interest and involvement in classroom activities. This true for students with disabilities and for those that struggle with academically related tasks (Ferretti et al., 2007; Gersten et al., 2006; MacArthur et al., 2002; Reisman, 2011).

Unfortunately, the literature on using argumentative discussion in social studies classrooms is especially limited. Few have actually engaged in argumentative discussions about historical topics during instruction and, those who have, reported marginal outcomes (MacArthur et al., 2002; Reisman, 2011). Thus, more work is needed to determine how these practices can be improved and to examine how tools such as asking critical questions and developing appropriate background knowledge about the constructs of argumentation can be implemented into argumentative discussions in social studies classrooms.

Discussion

As Aristotle pointed out nearly 500 years ago, the art of winning the mind through argument is an invaluable skill (cited from Freeley, 1993). Through examining the past, we are provided with an opportune context for learning how to argue. Thus, the goal of disciplinary instruction should be to embed the discursive practices of historical examination in the texture of daily classroom activity (Monte-Sano, 2010; Shanahan & Shanahan, 2008; Young & Leinhardt, 1998). But how can we provide youth with the appropriate tools for translating knowledge about historical thinking into knowledgeable practice? In history, just as in argument, learners must not only understand the concepts being communicated but also how evidence is used to arrive at and warrant those concepts. As summarized in this review, translating the epistemic practices of historical

examination so that it can be used in the daily practices of social studies instruction remains both a challenge and a valued goal.

Nearly three-decades ago at the conference for California History-Social Science Project, Historian Hazel Hertzberg (1988) pointedly asked, “are method and content enemies (Seixas, 1999; p. 317)?” The answer to that question has become a primary driving force behind reform efforts in history education. Over the years, a sharp contrast between the content being taught in history classrooms and the process by which it has been produced has developed (Seixas, 1999; Wineburg, 1991). Recent efforts in educational research have demonstrated how these two dichotomous concepts can be reunited in the history classroom (Seixas, 1999; Shemilt, 1993; Wineburg, 1991; Young & Leinhardt, 1998). In this review, evidence of how teachers and researchers have come together to provide students greater opportunities to learn history through the practices used in the historical community have been highlighted.

Reform efforts in history education and writing from primary and secondary sources. To begin, the literature on history instruction shows that it is important to teach students to approach history as an evidence-based interpretation, which has to be constructed and supported with documentary evidence (Shanahan & Shanahan, 2008). To establish this type of environment, students must be provided with a rich array of primary and secondary source readings such as memoirs, diary accounts, newspaper articles, maps, and historical timelines (De La Paz, 2005; De La Paz & Felton, 2010; Monte-Sano, 2008; Rouet et al., 1997; Stahl et al., 1996) and actively engaged and involved in discourse aimed to reason about core disciplinary ideas (Monte-Sano, 2008; VanSledright, 2002; Young & Leinhardt, 1998). Finally, much of the recent work on

history instruction shows that teachers must invite students to act as authors in constructing evidence-based arguments, while offering guided as well as independent practice, and regular feedback on writing (De La Paz, 2005; De La Paz & Felton, 2010; Young & Leinhardt, 1998).

This approach to history supports current views of the nature of knowledge and learning. Rather than devoting time and attention to memorizing text or teacher's lecture, the active construction of knowledge helps students develop a better understanding of historical content (Stahl et al, 1996) and practices used by experts to piece together the past (Wineburg, 1991). Stahl, Hynd, Glynn, and Carr (1995) referred to this latter skill as disciplinary knowledge or knowledge about the practices of the domain. The goal of history instruction, therefore, should be to help students learn to construct a diverse understanding of history, recognizing the interconnections between various events and actors.

Methods for engaging and supporting argumentative discussion. One of the most promising methods for supporting students as they construct arguments is offering them opportunities to engage in collaborative argumentation and discussion. Facilitating discussions among multiple participants and developing solutions collaboratively in the classroom has been shown to increase student involvement (MacArthur, et al., 2002), produce greater historical reasoning and migration of concepts (Ferretti, MacArthur, & Okolo, 2001), and helps bridge the gap between spoken and written arguments (Felton & Herko, 2004; Nussbaum & Edwards, 2011).

Introducing students to argument stratagems or the basic building blocks of argumentative schemes has been shown to facilitate students' organization and retrieval

of argument-relevant information during oral discussions (Felton & Herko, 2004; Nussbaum & Edwards, 2008; Reznitskaya et al., 2001). Thus, students are better able to construct arguments, anticipate objections, and identify weaknesses in their arguments and the arguments of others. One method for teaching students argumentative stratagems is through the use of Walton et al.'s (2008) Dialectical framework, which addresses types of argument dialogue, argumentation schemes, and critical questioning. For example, in an argument from evidence to a hypothesis, students were taught to ask whether the evidence is representative of the history domain. In an argument from expert opinion, students were taught to ask if the expert is an authority in the actual domain under discussion. In an argument from consequence, students asked if good and bad consequences would likely result from a course of action, and if there were considerations "on the other side" that should be taken into account.

Further, integrating critical questions into instruction also had an encouraging effect on student interaction, engagement, and the quality of group discussions (Felton & Herko, 2004; Gersten et al., 2006; MacArthur et al., 2002; Nussbaum & Edwards, 2011). It has been suggested that asking critical questions reflects the dialectical nature of argumentation – asking these questions creates a burden of proof on those advancing the argument (Chin & Osborne, 2008; Chin & Osborne, 2010). Critical questions also give rise to the concept of refutation, which are argument stratagems used to refute another argument. Berlyne (1954) suggested that when students refute or identify inconsistencies in each others' thinking it triggers epistemic curiosity or the desire to resolve gaps between prior knowledge and new information received. This is the first step to filling

knowledge gaps, resolving confusion, and obtaining a wider, more diverse understanding of content (Chin & Osborne, 2008).

Another beneficial approach to scaffolding disciplinary argumentation appears to be through the use of question prompts. Unlike critical questions (Walton et al., 2008), question prompts are presented to students for the purpose of eliciting discipline specific thinking during small-group and whole class discussions (Felton & Herko, 2004; Gersten et al., 2006; MacArthur et al., 2002; Okolo et al., 2007) or in students' written responses (Felton & Herko, 2004; Monte-Sano & De La Paz, in press; Stahl et al., 1996; Wiley & Voss, 1999). Dating back to the mid-90's, researchers have discussed the positive effects of providing students multiple documents and assigning them to write arguments from those documents (Stahl et al., 1996; Wiley & Voss, 1999). However, in more recent work, researchers highlight the importance of wording prompt assessments to emphasize multiple perspectives, document analysis, and causal circumstances in text (Monte-Sano & De La Paz, in press). The wording in prompts has been found to have a significant influence on the quality of students' historical writing. Thus, providing students question prompts during investigations that elicit historical thinking is important for consideration.

Finally, offering students supplementary materials and procedures during history instruction can be another means for communicating disciplinary knowledge. For example, a variety of tools such as mnemonics and graphic organizers have been effective for prompting more advanced argumentation skills, whether students are engaged in discourse or in writing. The use of these tools is based on their utility in strategy instruction for students with and without LD, which included mnemonics and graphic organizers as temporary and adjustable scaffolds for students' development of

learning new skills (Englert et al., 1991). More generally, procedural facilitators are often conceptualized as a set of instructional approaches in the form of mnemonics, questions, written prompts, think-sheets, or simple outlines that teach processes such as spontaneously organizing unfamiliar material, monitoring writing, and transferring approaches or strategies to novel situations to students with LD (Bereiter & Scardamalia, 1987; Englert et al., 1991; Reynolds, & Perin, 2009). Thus, in this study, a procedural facilitator was provided to students by using a mnemonic to prompt them to follow text structure and include important argumentative essay elements.

Rationale for the Current Study

The overall goal of this study was to help students in the experimental and comparison conditions develop the appropriate structures to metacognitively analyze and eventually construct historical arguments independently. Although approaches, along with the results of instruction in this area have been mixed, a review of the literature suggests this goal may best be accomplished by offering learners a combination of instructional components. Most importantly, however, I believed that instruction would be significantly enhanced when students were provided instruction on two of Walton et al.'s (2008) argument schemes and taught to ask critical questions about controversial issues in history.

To begin, in addition to studies of particular methods, research that investigates the effects of multiple structures of classroom discourse including: oral discussion, collaborative argumentation and debate, critical questioning, and questioning prompts is promising – yet, more work is needed to solidify these outcomes in social studies classrooms. For questioning in general, decades of research has shown that questions are

a primary component of group interaction in natural conversation and serve the function of not only challenging the views of others, but in clarifying understanding, extending opportunities to articulate personal interpretations, and sharpening the overall comprehension of the topic. Indeed, Hogan et al. (1999) found that an important element of sustained peer knowledge construction and dialogue was the sharing of questions that served to articulate and clarify what the group as a whole did not know. Thus, I believed teaching students to ask questions, or more specifically critical questions, that account for and probe discipline-specific information about the selected historical topics during discussions would likewise enhance the overall understanding of the historical content presented (i.e., content knowledge).

Secondly, I hypothesized that, by the end of the investigation, consistent exposure to critical questioning techniques during group discussions would teach students to pose these same questions automatically as they read and answered comprehension related questions independently. Work completed in science classrooms has demonstrated that developing students' question-asking capability lead to enhanced performance on a range of disciplinary tasks that included reading discipline-specific texts (Chin & Osborne, 2010; Koch & Eckstein, 1991). Therefore, I believed that the outcomes for text comprehension reported in the extant literature on question-asking in science classrooms would be demonstrated in students' reading comprehension in social studies classrooms.

In addition, with much of the literature pointing out the importance of teaching youth to examine the validity of historical sources and their authors (Monte-Sano, 2010; Wineburg, 1991) and the cause and effect relationships that certain historical actions may carry (Coffin, 2006), I hypothesized that, when integrated into schemes and critical

questions, this instruction would help students think more historically, and ultimately, construct better, more elaborate historical arguments. Directly, Walton et al.'s (2008) framework of dialectical argumentation has been used to teach (a) argumentative schemes, and (b) critical questions to students and warranted further examination in the social studies classroom. With the focus of historical examination on considering multiple, often controversial events, trends and, perspectives of the past, Walton's (2008) dialectical framework provided a fitting template to introduce students to the concepts of dialectical argumentation, then to support them as they transfer and apply the concepts to the study of history.

Beyond providing youth access to content knowledge about social studies, Moje (2007) asserted that, more importantly, we must provide our youth access to the practices of the discourse communities who produce that knowledge. Knowing the value argumentation skills has in our usable, everyday knowledge, we as researchers must ask, what better forum to teach the skills of argument to our youth than through examining the controversies of the past.

Notwithstanding, despite the many benefits that accompany small- and large-group discussions (Chin & Osborne, 2010; Reisman, 2011; Reznitskaya et al., 2001), critical questioning (Chin & Osborne, 2010; Nussbaum & Edwards, 2011), and teaching youth to use explicit argumentative schemes in the classroom (Akkus, Gunel, & Hand, 2007), prior work with students in elementary (Reznitskaya et al., 2007) and middle school (Nussbaum & Edwards, 2011) indicated that these methods alone were not adequate in preparing students to transfer newly acquired knowledge to their writing. For example, Reznitskaya and her colleagues reported that even after explicitly teaching

students two lessons on argumentation and providing four collaborative reasoning discussion sessions, “many students... were not able to improve their argumentative writing using the explicitly taught schema (p. 468).”

To clarify the terminology and make it more meaningful to younger students, I modified De La Paz’s mnemonic DARE (De La Paz, 2005; De La Paz & Graham, 1997) to remind students to take a clear stance in the argument, identify other-side arguments or counterarguments, and use rebuttals to weaken other-side arguments or counterarguments as a means to strengthen their stance. I believed the DARE mnemonic would serve to prompt students to use the basic components of argumentation. Research shows that mnemonics can be used to scaffold students as they develop the skills required for group discussions and transfer information that surfaces in dialogue to their writing (Felton, 2004; Nussbaum, 2008; Nussbaum & Schraw, 2007). However, the goal for implementing DARE was not to limit students to specific ways of thinking about arguments, but to provide procedural supports that prompted them to develop more self-regulated writing strategies. To ensure the cause-effect nature of using argumentative schemes and critical questions was not confounded due to the use of multiple interventions (Shadish, Cook, & Campbell, 2002), DARE was would be introduced and used with students in both conditions and faded from instruction after the second investigation. Thus, students would be required to remember text structure without prompting during the final investigation.

CHAPTER THREE

Methodology

Rationale

The purpose of this study was to examine how Walton et al.'s (2008) dialectical framework influenced the ways students participate in historical argumentation and construct written arguments. Specifically, I wished to investigate the utility of teaching students: (a) two argumentative stratagems and, (b) to ask critical questions, two key concepts of dialogue theory. To evaluate the promise and potential of Walton et al.'s (2008) framework, I assessed how 24 small groups of students participated in three historical investigations, comparing argumentative to generic discussions, with a text structure prompt as facilitation for including essential elements of argumentative essays.

Thus, considering the goals of the investigation the following three research questions guided this study:

1. What is the relationship between the type of discourse students engage in and their subsequent reading comprehension and ability to learn content about selected historical topics?
2. When participating in small group discussions, is there a relationship between the type of discourse students engage in and the quality, historical thinking and length of written arguments?
3. Are there aptitude-treatment-interactions in both reading comprehension and writing based on initial differences in students' general knowledge about the selected historical topics?

Method

Participants

Students and teachers from six classrooms in a public middle school in the south central region of Pennsylvania participated in the study. The participants were enrolled in the 6th and 7th grade. Complete data was available for 75 boys and 76 girls, or 151 student participants.

The final population was based on an initial pool of 167 primarily Caucasian students, who were heterogeneous in terms of socioeconomic background. The final sample was smaller, due to some limitations in parental consent to access academic records, student assent forms demonstrating willingness to participate in the investigation, or students failing to complete all assessments [the written expression portion of the Third Edition of the *Wechsler Individual Achievement Test* (WIAT-III) (Psychological Corporation, 2009), the Fourth Edition of the *Gates-MacGinitie Reading Test* (GMRT-4) (MacGinitie, MacGinitie, & Dreyer, 2002) before instruction began, and the pretest and posttest experimental measures]. Students' work was not included or eliminated from the final participant pool on the basis of attendance during the intervention.

The students were all proficient speakers of English. Fifty-three percent of the student participants qualified for free or reduced-price lunch (FRPL). Student ethnicities were reported as: 87% Caucasian, 7% African American, 4% Hispanic, and 2% Asian. Twenty students or roughly 12% of the sample had Individualized Education Plans (IEPs) and received special education services. Among the students with disabilities, 18 were identified with specific learning disabilities (SLD) in reading, math, and/or writing, and the remaining two students received services for emotional and behavioral difficulties

(EBD). None of the students in the sample had visual, auditory, or physical disabilities that impeded their progress in the general education curriculum. All 167 students in the six classrooms (i.e., the initial pool) received the intervention but only data from the 151 students described above were used for analysis.

Design

The study employed an experimental design, beginning with intact 6th and 7th grade classrooms. Students within the six participating classrooms were randomly assigned to one of two conditions (a) experimental, and (b) comparison for the investigation. There were 75 students in the experimental and 76 students in the comparison condition. After randomly assigning students to each condition, they were then randomly assigned again within conditions to form smaller groups to increase the statistical power for subsequent data analyses. Thus, within each classroom, there were two experimental and two comparison groups, resulting in a total of 12 experimental and 12 comparison groups in the study. Each group contained between six and eight students or a roughly 1:7 student to teacher ratio.

The study employed a total of nine teachers in order to provide one instructor for each group of students. The six classroom teachers of record for the participating students provided instruction to the students with whom they normally taught, and three other instructors (two retired elementary school teachers, and I, in my role as special education teacher at the school) also provided instruction to groups in both experimental and comparison conditions. To control for teacher effects, teachers were randomly assigned to teach either the experimental or comparison instruction for the first investigation, and each teacher subsequently taught students in the other condition for the second

investigation. They then returned to teaching the first form of instruction in the final investigation. In addition all of the participating teachers used the same social studies textbook and completed similar activities and lessons. Neither the pretest/posttest topic (America in the 1950s) nor the topics for instruction (Indian Removal, Mexican American War, and Gulf of Tonkin Incident), had previously been taught.

Table 2.

Summary of Groupings for Experimental and Comparison Conditions

Grade/Classroom	N	Condition	
		Experimental	Comparison
Grade 7:			
Classroom 1	28	Group 1 = 7 Group 2 = 7	Group 1 = 7 Group 2 = 7
Classroom 2	29	Group 1 = 7 Group 2 = 7	Group 1 = 8 Group 2 = 7
Grade 6:			
Classroom 3	27	Group 1 = 7 Group 2 = 7	Group 1 = 7 Group 2 = 6
Classroom 4	27	Group 1 = 6 Group 2 = 7	Group 1 = 7 Group 2 = 7
Classroom 5	27	Group 1 = 7 Group 2 = 6	Group 1 = 7 Group 2 = 7
Classroom 6	28	Group 1 = 7 Group 2 = 7	Group 1 = 7 Group 2 = 7

Procedure

Students in each classroom completed a series of pretests and posttests.

Demographic comparisons were completed between students in each condition. Testing sessions in all six classrooms were delivered during regular social studies times and lasted approximately 40 min.

Assessments

Two standardized tests were administered to students on two consecutive days approximately one month prior to the beginning of instruction. These included the *Gates MacGinitie Reading Test – Fourth Edition* (GMAT-4; MacGinitie et al., 2002), the essay composition subtest of the *Wechsler Individual Achievement Test* (WIAT-III; Psychological Corporation, 2009), and a content knowledge assessment about the four historical topics that would be explored during the investigation.

Scores on the GMAT-4, WIAT-III, and content knowledge assessments were used to determine whether students who were randomly assigned to experimental conditions differed significantly from those in comparison conditions on pre-instructional literacy skills. The students' most recent English language arts scores on the previous years' Pennsylvania State System of Assessments (PSSA) were also requested via parent consent for all participating students in the study. A series of one-way analysis of variance (ANOVA) were performed to evaluate the relationship between the two conditions and students' reading ability (2010 – 2011 PSSA reading scores, GMAT-4 scores), writing ability (WIAT-III essay composition subtest scores), and ability to perform in a discipline-based setting (performance on the 12 item content knowledge assessment). The findings of no difference would imply comparability in terms of general reading and writing ability.

Next, content related a pretest to gauge students' abilities to write historical arguments from a set of primary and secondary source documents was administered on three consecutive days the week before the intervention began. The topic was *America in the 1950's: "Happy Days" – Myth or Reality*, and it was structured in a way that the

assessment could be used for both pre- and posttest. The document set for this topic contained two primary source documents, background information from the textbook, a writing prompt or historical question, and directions that told students, "*Historians work from sources including newspaper articles; autobiographies and government documents like census reports to create histories. Your task is to take the role of historian, read the documents and develop an argument that considers both sides of the issue about America in the 1950's. A popular television show called Happy Days depicted life in America during the 1950's as lighthearted and easy. Families were intact, communities supportive, and American society filled with opportunities to prosper. However, was the characterization of American life depicted in Happy Days a Myth or Reality for "All" Americans? Support your argument with evidence from the documents.*

Due to the brevity of the intervention (i.e., 3-weeks), two versions of the pre-/posttest about America in the 1950's were used to control for carryover effects and to counterbalance source information. In version A and B of the test, the background information from the textbook, and the writing prompt or historical question remained the same. However, the two primary source documents in the document set were different (see Appendix A for pre-/posttest documents). Students who took version A of the test before instruction began (i.e., pretest) were provided version B of the test after instruction ended (i.e., posttest) and vice-versa.

Testing procedures. All six classroom teachers administered the pre- and posttest under the same conditions. Teachers reviewed the purposes of the investigation on the first day and overviewed the first document in the document set, which provided contextual information, for one full class period to introduce the topic. On the second day

of instruction, after students had been seated in the room, they were handed one of the two versions of the test in alternating order to create a random assignment within the classrooms. Students were grouped by which version of the test they received, separated into two different classrooms, and guided through the document set and writing prompt/historical question by an instructor. They had a third class period to reread the document set and write their response to the writing prompt/historical question. The 20 students with disabilities received the same accommodations (e.g., extended time, small group setting, breaks) outlined in their IEP's for state and local assessments.

Finally, the week after instruction ended, teachers administered post-instruction assessments in four sessions. Teachers followed the same assessment procedures as at pretest. However, after students finished composing argumentative essays on the third day, they were asked to complete a 10-item reading comprehension assessment and retake the 12-item content knowledge assessment. Students were given one additional day to complete the reading comprehension and content knowledge assessments.

Teacher Preparation Procedures

Prior to instruction, the classroom teachers and two retired teachers were provided with instructional materials, which included a lesson plan, a PowerPoint presentation, and student packets for each of the three historical investigations and provided three training sessions. Training sessions took place three-days before the start of each historical investigation and lasted approximately 60 min. During each training session, I reviewed document sets, the lesson plan, and overheads for the upcoming historical investigation. For the first 30 min, I used the lesson plan and PowerPoint created for each investigation to model whole class instructional procedures for days 1 and 2 of the week (see Table 3

for an overview of the purpose of each day). In the second half of each session, I reviewed how to use the guided response questions for both experimental and comparison conditions and procedures for carrying-out argumentative discussions on days 3 and 4. Procedures for day 5 were also highlighted to ensure teachers were familiar with how to administer and support students as they constructed argumentative essays. Once teachers indicated that they understood materials and procedures for the upcoming historical investigation, I ended the session.

Pre-Instruction Procedures and Materials

The composition task chosen for investigation in this study was argumentative essays that involved document integration and historical interpretation. This genre was selected over narrative, another commonly used genre in the study of history (Stahl et al., 1996), because research has shown that argumentative writing helps students integrate document information more efficiently into written essays (Stahl et al., 1996; Wiley & Voss, 1999) and promotes better content understanding (LeBigot & Rouet, 2007; Naumann et al., 2009) than narrative writing. Composing written arguments from nonfictional text is also a core common standard in Pennsylvania for students in grades 3 through 11. In preparation for instruction, the six participating classroom teachers were provided with a pool of six historical topics from the school district's selected textbook, *Our Country* (Bass, 1995). Participating teachers selected only four of the topics for investigation due to a timeline for implementation outlined by school administrators. The topic of America in the 1950's was chosen for the pre-/posttest.

The three topics selected by teachers for instructional purposes were as follows: (a) Indian Removal, (b) The Mexican American War, and (c) The Gulf of Tonkin

Incident. I selected two primary source documents including cartoons, speeches, letters, and maps and composed contextual overviews for each set, using topics that were perceived to have high student interest and to balance coverage of the historical topics outlined over the course of the school year. Each document set contained a one to two page historical overview, which was taken directly from the district's selected textbook, a writing prompt or historical question, and two primary source documents.

Minor adaptations were made on all six primary source documents to maintain 6th and 7th grade readability levels and ensure comparable word length. Between five and eight minor adaptations were made per passage to reduce readability levels and/or length. To reduce readability levels, longer sentences were simplified into two shorter sentences. In addition, to maintain the authenticity of primary source documents, synonyms were placed in brackets next to difficult words or phrases to clarify meaning. For example, the sentence "The Indians have no right to the tracts of country on which they have neither dwelt nor made improvements" (Andrew Jackson's message to Congress, 1830) was changed to "The Indians have no right to the tracts of country [land] on which they have neither dwelt [lived] or made improvements." Omitting lengthy descriptions if they did not affect overall meaning of the text helped to shorten longer phrases. The adapted texts were validated for text coherence by a former high school social studies teacher, who was asked to read the original and adapted texts and comment on changes and identify any places where the meaning had been changed. Revisions were then made to restore the meaning and verified again with the evaluator. The word count and readability of the passages in each of the five document sets, including both versions of the pre-/posttest

are shown in Table 3 (see below). Passage length ranged from 136 to 610 words. Using the Lexile Analyzer tool (Mesmer, 2007), readability ranged from 820L to 1070L.

Table 3.

Summary of Primary and Secondary Source Documents

Document	Lexile	# of Words
Pretest/posttest A		
America in the 1950's - Background	920L	610
President Eisenhower's State of the Union Address	840	197
Anna Blanck – VP of Gimbel Brothers Dept Store	970L	167
Pretest/posttest B		
America in the 1950's- Background	920L	610
President Truman's Farewell Address	980L	182
Article by Journalist Ches Washington	1000L	195
Investigation One: Indian Removal		
Indian Removal – Background	820L	436
President Jackson's Address to Congress	980L	144
Statements of the Missionaries	990L	216
Investigation Two: Mexican American War		
Mexican American War – Background	1070L	136
James K. Polk, Message on War with Mexico	1050L	198
Statement by Representative Joshua Giddings	1070L	157
Investigation Three: Gulf of Tonkin Incident		
The Gulf of Tonkin Incident - Background	820L	142
President Johnson's Address to Congress	1070L	202
Statement by Senator Wayne Morse	980L	179

Whole class activity. Before the start of Investigation One, the vocabulary and structure of argumentation were introduced through a whole class activity. This was done in all six classrooms after pretests had been administered and before the start of Investigation One: Indian Removal. Classroom teachers suggested the activity would provide an opportunity to introduce students to the upcoming investigation and provide exposure to the processes of constructing arguments in history – an unfamiliar practice in

the existing curriculum. In addition, work by Nussbaum and Edwards (2011) showed that 7th grade students required two sessions of introductory instruction on using argument diagrams (AVDs) and the concepts of using arguments and counterarguments before engaging in small-group discussion. However, due to a restricted timeline for implementation, instruction was provided in one 60 min class period.

Based on Felton and Herko's (2004) method for scaffolding students' persuasive writing, I chose a high interest topic that was familiar to all the students and simplified elements of argument to the following: position, claim, counterargument, and rebuttal (Toulman, 1958). To clarify the terminology and make it more meaningful to younger students, I modified De La Paz's mnemonic DARE (De La Paz, 2005; De La Paz & Graham, 1997) to remind students to take a clear stance in the argument, identify other-side arguments or counterarguments, and use rebuttals to weaken other-side arguments or counterarguments as a means to strengthen their stance. The steps of the mnemonic prompted them to: *Develop* a stance about the controversy (D), *Add* evidence from the documents to support your stance (at least 3 facts) (A), *Rebut* arguments from the other-side by: (1) Identifying the other-sides stance, and use evidence to highlight its weaknesses (R), and *End* by restating your stance on the controversy (E).

The students were provided with three current newspaper articles that pertained to the high interest topic. Due to the popularity of the National Football League (NFL) in the region, the sample argument "*The Pittsburgh Steelers are the best team in the NFL*" was chosen to provide an example of *Developing* an argumentative standpoint. Among the whole-class, an argument was developed to support this opinion. Table 4 (see below) demonstrates an example argument that was outlined in a 7th grade classroom. I

introduced the activity in all six classrooms. However, discussions and ideas for arguments were guided by student commentary and personal opinions about the topic. This helped students develop a sense of ownership and increased classroom participation. The activity also began preparing students for future argumentative discussions about the three historical controversies.

Table 4.

Sample Argument Outlined in a 7th Grade Classroom using DARE

Meaning	Example
Develop a stance about the controversy	The Pittsburgh Steelers are the best team in the NFL.
Add evidence from the documents to support your stance (at least 3 facts).	(1) The Pittsburgh Steelers had one of the best regular season records in the NFL this past year. (2) Their quarterback Ben Rothlisberger is has had a great career (won 2 Super Bowl Championships) and has a great cast of players around him to support his play. (3) The Steelers have been in the Super Bowl three times over the past six-years.
Rebut arguments from the other-side by: First: Identifying the other-side's Stance (AND) Second: Using evidence to highlight its <u>weaknesses</u>!	Mrs. Gibson (7th grade teacher) believes that the Baltimore Ravens have a better team than the Pittsburgh Steelers. The Baltimore Ravens have beaten the Pittsburgh Steelers every time they played in the 2011-2012 season. Although the Ravens have beaten the Steelers the two times they have played this past season, the Ravens have never beaten the Steelers in a playoff game and have not won a Super Bowl since 2000.
End by restating your stance on the controversy	Therefore, for all these reasons, I believe that the Pittsburgh Steelers are still the best team in the National Football League (NFL).

General Instructional Procedures - Days 1 and 2

Instruction in both conditions was administered in fifteen sessions delivered over a three-week period. Students were provided instruction during a 40 min social studies

block over five consecutive days. On the two days of each week, classroom teachers followed lesson plans and presented information from PowerPoint presentations that aligned with the lesson to whole classrooms. Students were provided with document sets, directed to take notes, and highlight important features in the text as information was presented. On the first day, teachers introduced the historical question and provided a historical background about the topic. Major characters, events, and trends that occurred in the United States during the time period were also outlined to provide a context for the historical controversy.

For example, during Investigation One: Indian Removal, teachers introduced the historical question to students: Did the United States government have a right to remove the Cherokee Indians from their lands? Students were prompted to use their historical imaginations and situate themselves in the state of Georgia in the decade from the late 1820s to the late 1830s. Teachers then provided a brief chronological history of the policy toward Indians initiated by President George Washington and continued through John Quincy Adams. Major role players of the time period including President Andrew Jackson, and United States Supreme Court Justice John Marshall were also introduced to students. Background information for Investigations Two and Three were presented to students using the same procedures.

On the second day, teachers resumed instruction in whole class settings. Classroom teachers examined primary source documents for the historical investigation, and identified key features in each document. Teachers displayed materials on document cameras and prompted students to follow along in their document sets as each document was read out-loud. Key features in both documents such as the head note, author, and

source were highlighted to help students further understand the time period and the author's role in the historical event. However, teachers were trained not to ask specific comprehension questions or list facts or reasoning from documents that may impact students' views and/or understanding about the historical controversy. Two of the three research questions addressed in this study examined whether teaching students argumentative schemes and to ask critical questions improved students reading comprehension and overall content knowledge of four historical topics. Therefore, it was important not to expose students to comprehension building activities before small group discussions were implemented the two following days.

Argumentative Discussion Procedures - Days 3 and 4

On the third and fourth days of each week, students from the six classrooms separated into assigned groups and engaged in argumentative discussions. Students in both conditions participated in two 40 min discussions each week for a total of six small group discussions. Teachers in both conditions followed a scripted lesson plan that highlighted specific terminology and questioning methods for carrying-out small group discussions.

Students in the experimental condition were provided with explicit instruction on two of Walton et al.'s (2008) argumentative schemes and the critical questions that accompany these schemes. They were also provided a response packet that included guided response questions that students used to examine primary source documents, and discuss historical topics. In the comparison condition, students received explicit instruction on a more generic set of guided response questions. These questions were generated from the school district's selected textbook, Houghton Mifflin Reading Series

(2010), and commonly used in whole class reading instruction. Students in the comparison condition used response packets that included generic guided response questions that students used to examine document sources and discuss historical topics.

Table 5.

Timeline for Weekly Activities

Day	Activity	Instruction Type
(1) Monday	Developing background knowledge	Whole class
(2) Tuesday	Examining primary source documents 1 and 2	Whole class
(3) Wednesday	Small group discussions – Examining document 1	Small group
(4) Thursday	Small group discussions – Examining document 2	Small group
(5) Friday	Constructing written arguments	Whole class

Argumentative Discussion - Experimental Condition

Modifications were made to portions of Nussbaum and Edwards (2011) approach to implementing critical questioning and argument schemes for use with 6th and 7th grade students. In addition, Nussbaum and Edward’s work dealt with controversial social issues such as torturing suspected terrorists, school uniforms, the use of steroids in sports, and global warming. This investigation addressed four events in American History and required more discipline specific ways of thinking and questioning. Thus, two of Walton et al.’s (2008) argument schemes: (a) Argument from Expert Opinion, and (b) Argument from Consequences, and the accompanying critical questions were selected for use in the investigation.

These two schemes were chosen for several reasons. First, the Argument from Expert Opinion, and Argument from Consequences aligned well with historical topics selected by classroom teachers. All four investigations offered opinions from experts

and/or historical actors who played critical roles in the outcomes of each event. The consequences of each historical event also varied widely depending on how students answered each historical question. Teachers believed these large discrepancies would help stimulate discussions and make it easier for students to argue for one side or the other in the historical question. For example, if a student decided that the United States had a reasonable argument for going to war with Mexico in 1848, teachers believed that the consequences brainstormed to rebut the other-side argument (e.g., US had an unreasonable argument for going to war) would be clear and easy to articulate in discussions.

Secondly, and more importantly, teachers also believed that these two schemes would be the easiest to remember and the most seamless to integrate into group discussions and students' writing. Grade six teachers suggested that teaching students to examine the reliability of each source, making a determination about that examination, and integrating their findings into a rebuttal would be much easier for students than asking them to provide a historical example that aligns with and/or relates to the historical topic (i.e., Argument from Example). Therefore, the Argument from Expert Opinion, and Argument from Consequences were chosen for implementation.

Small group discussion – Day 3. Once students reported to their assigned groups, teachers provided them with response packets and introduced the two argument schemes and the concept of asking critical questions. Student response packets contained four guided response questions. Each argument scheme was accompanied by two critical questions. The wording and terms used in each critical question was simplified based on suggestions from participating teachers to make it grade-level appropriate. Teachers used

guided response questions to facilitate discussions and prompt student thinking about primary source documents used in each investigation.

In the first discussion session, students were told that argument schemes and critical questions are used to evaluate the strength of an argument. Teachers reviewed DARE and highlighted that students must develop a stance about the historical controversy and add evidence to support their position. Next, teachers reintroduced the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson's policy. Read the documents and decide: Did the United States government have a right to remove the Cherokee Indians from their land, then described how argument schemes and critical questions could be used to examine Document One: President Jackson's First Annual Message to Congress.

Argument from expert opinion. Working from Jackson's Message, students were prompted to identify and discuss evidence supporting the Presidents' argument that the United States government had the right to remove the Cherokee Indians. Extending the idea of developing a standpoint and adding supporting evidence, teachers emphasized that an additional component of developing historical arguments is asking questions to highlight strengths and/or weaknesses in an argument. Students were told that the purpose of learning argumentative schemes and to ask critical questions was to understand how to identify strengths and/or weaknesses in arguments and other-side arguments (Walton et al., 2008).

Teachers then introduced the Argument from Expert Opinion and outlined the importance of examining whether the author of the document was (a) an expert on the historical topic, and (b) a reliable source of information. Put differently, students were

asked could they count on what President Jackson was stating in his message to Congress. Students were prompted to refer to guided response questions in their packets for further clarification. Teachers opened the question up for discussion and prompted students to provide feedback. As students discussed the reliability of Jackson, and his statements to Congress, teachers recorded note worthy responses and directed students to fill-in guided response questions in their packets.

Argument from consequences. In much the same way, teachers communicated that the Argument from Consequences prompts them to consider both positive and negative consequences of a proposed historical action. For example, students were asked: if the United States government follows through with removing the Cherokee Indians, what are the possible consequences? Students were directed to look at Document One and consider several positive and negative consequences that may result from these actions. As students provided feedback, teachers again recorded notable discussion points and redirected them back to discussion packets to complete response questions.

To conclude, teachers spent the remaining class time wrapping-up discussions, answering questions, and debriefing students. Debriefing procedures included reviewing the two argumentative schemes, four guided response questions, and highlighting notable comments students made about Document One: Andrew Jackson's Message to Congress. Discussion procedures were carried out in a similar manner in all six classrooms. Furthermore, despite minor modifications such as methods for recording discussion points (e.g., whiteboards, overhead projectors) and the amount of miscellaneous information teachers provided students in dialogue (e.g., personal historical knowledge of

content areas) discussions on day three were consistently implemented using the same procedures in the remaining two historical investigations.

Small group discussion - Day 4. In the second discussion session, students rejoined small groups and followed similar procedures to examine Document Two: Statements from the Missionaries. In contrast to the previous day, students began the session by locating evidence to support the argument that the United States government did not have the right to remove the Cherokee Indians from their lands. After a brief discussion, teachers highlighted several points from the missionaries' statements in support of this position. Despite a near unanimous consensus in all six classrooms against removing the Cherokees, teachers reminded students that it was equally important to examine the missionaries' statements, and ask questions that highlight strengths and/or weaknesses in their argument. In short, even if students' strongly believed removing the Indians was wrong, teachers' emphasized that it was necessary to investigate both perspectives before making a final decision on the historical question.

Argument from Expert Opinion. Having already identified the concept of Expert Opinion the previous day, teachers transitioning into discussions about whether the missionaries were experts, and a trustworthy source of information with minimal review. Again, working with other group members and using guided response questions, students discussed the credibility of statements made by the missionaries and verbally listed reasons why they believed the missionaries were and were not reliable sources of information in the context. It's important to note, although students began discussions with strong beliefs in favor of the missionaries, after asking critical questions and discussing the ideas that surfaced, most groups were able to list three to four points that

challenged the missionaries' argument. This was an important development in students' historical thinking that evolved over time. Thus, despite often beginning the investigations with strong preexisting beliefs (e.g., going to war, handling aggression diplomatically, etc.) most students were able to separate themselves from these beliefs during discussions and consider the diverse opinions of other members in the group.

Table 6.

Reasons For and Against the Missionaries Statements listed by 7th Grade Students.

For	Against
(1) The missionaries worked side-by-side with the Indians and watched them make progress with their own eyes.	(1) The missionaries wanted the Indians to convert to Christianity, so if they moved, they would have to move also to a barren, uninhabited land.
(2) The missionaries were Christians, therefore honest and upstanding.	(2) The missionaries were friends with the Indians and may have exaggerated their accomplishments because they liked them.
(3) What reasons would the missionaries have to lie to the American Public? Unlike Jackson, they weren't running for public office or seeking popularity.	(3) The missionaries liked the Indians and knew they were in danger, so they lied about their progress.

Argument from consequences. As was done with the Argument from Expert Opinion, teachers returned to the Argument from Consequences to examine Document Two. However, teachers reported that students' discussions were much more abbreviated and many of the details highlighted were mentioned the previous day. For example, when examining both the positive and negative consequences of removing the Cherokee Indians, whether students used Document One or Two, teachers stated that the consequences brainstormed in discussions were similar. As a result, discussions on day 4 for Investigation One were much shorter in length and less engaging for the students.

This prompted teachers to suggest certain modifications to lesson planning for Investigation Two: The Mexican American War. In particular, teachers believed that because Document One in the remaining two investigations was consistently in favor of pursuing action/force (e.g., going to war with Mexico, using force in response to the Gulf of Tonkin Incident), day 3 of group discussion might examine positive consequences of pursuing such actions. In contrast, Document Two was opposed to pursuing action/force therefore day 4 discussions might address negative consequences of pursuing these actions.

Teachers' suggestions were integrated into Investigation Two lesson plans and reviewed in subsequent training sessions. The length of time appropriated for group discussions remained at 40 min. Despite minor adaptations, the quality of discussions seemed to remain consistent. In addition, students continued to use the four guided response questions and packets to record feedback from discussions until the end of Investigation Two. Guided response packets were then faded from instruction and students used a generic four-square organizer to record important details that surfaced in small group discussions. As evidenced from audio recorded sessions (see Appendix M for experimental group transcripts), students continued to examine and question the reliability of the author in discussions and weighed decisions in light of positive and negative consequences after response packets were removed. These findings also seemed to carry-over to students' writing at posttest.

Argumentative Discussion – Comparison Condition

The 12 groups of students in the comparison condition also participated in argumentative discussions in small groups of six to eight students. Similar to

experimental groups, students in comparison groups engaged in six total argumentative discussions, for approximately 240 min of interactive dialogue about the three historical topics. Students in comparison groups also received the same document sets, participated in whole class instruction on days 1 and 2, and constructed argumentative essays with students in the experimental condition on day 5 of each week.

Teachers who facilitated discussion in the comparison condition integrated DARE to help guide argumentative discussion and prompt the inclusion of argumentative elements in students' writing. However, Walton et al.'s (2008) argument schemes and the accompanying critical questions were not introduced to students in the comparison condition. Students in the comparison condition used a generic set of guided response questions to examine primary source documents and guide argumentative discussions. The generic set of guided response questions included in comparison condition response packets were generated from the district's selected reading textbook, The Houghton Mifflin Reading Series (2010). An added advantage was that students in the comparison conditions and participating teachers were familiar with the types of questions used in the Houghton Mifflin Reading Series (HMRS). Teachers throughout the district commonly used the HMRS in whole class reading instruction and to provide supplemental reading instruction to small groups of students who struggle with reading and writing.

Response packets used by students in the comparison conditions contained two-pages of guiding questions. Each page included six questions that students used to examine the two primary source documents and guide argumentative discussions. The questions prompted students to: identify and list major characters in the documents, determine the author's purpose and where he/she stands on the historical controversy, and

list main or big idea and several details that support the main or big idea. After Investigation One ended, teachers who facilitated discussions in the comparison condition commented that students required minimal instruction on the generic guided response questions. Therefore, each group in the comparison condition was able to spend more time discussing information and building comprehension in the first two historical investigations.

More important, because the intervention was being implemented in a Title I School where funding was limited and largely contingent on performance on reading and writing portions of the Pennsylvania State System of Assessments (PSSA), it was essential that instructional time be maximized for students in both conditions. Instructional procedures used in both conditions were designed and implemented with the expectation that all students would make notable gains in their argumentative skills and writing performance.

Constructing Written Arguments

On the final day of each week, students in both conditions returned to the whole class setting to construct argumentative essays. Like the first two days of each week, the six classroom teachers independently facilitated instruction on the fifth day. Teachers provided a brief overview of the historical investigation, reviewed the historical question, and prompted students to construct a response. Students were encouraged to use document sets, and feedback recorded in guided response packets to support them in constructing argumentative essays. Students were given 40 min to complete their written responses. Students with disabilities were provided with the specified accommodations outlined in their IEP's. Several of these students received additional time to complete

essays, and/or were removed from the whole classroom to complete written responses in separate, one-to-one setting.

For investigation one, teachers modeled how to create a DARE graphic organizer on the overhead projector. This activity was done only for Investigation One and required approximately 10 min of instructional time. To illustrate the process, teachers communicated that it was important to *Develop* a stance about the historical controversy (D), then drew a box and filled it in with an argumentative stance (i.e., I believe that it was not right for the United States government to remove the Cherokee Indians from their lands in Georgia). Teachers then drew three additional boxes below their argumentative stance and encouraged students to *Add* three or four facts from the documents and/or their response packets to support their argumentative stance (A).

However, teachers did not fill-in the three boxes with facts as the purpose of this activity was not to model how to construct an argumentative essay, but to provide students with a tool that might be used to transfer information from primary source documents and guided response packets to their writing. Next, teachers turned the paper over and illustrated how to draw two additional boxes to *Rebut* arguments from the other-side by: (1) identifying the other-sides stance, and using evidence to highlight weaknesses (R). Students were encouraged to *End* their essays by restating their argumentative stance on the controversy (E). Students were provided the remainder of the class period, and approximately 10 to 15 min of additional time to complete their essays. Teachers reported that several students in each classroom (roughly 1 out of every 3students) created a graphic organizer and used it to transfer information from instructional materials into argumentative essays.

Table 7.

Summary of Procedures for Experimental and Comparison Conditions

Stage	Experimental group	Comparison group
Pre-testing: America in the 1950s	*150 min divided into 3 days or segments: (a) teacher provides background, and class reviews contextual sources, (b) students read sources with support and prompting, and (c) students plan and write independently	*150 min divided into 3 days or segments: (a) teacher provides background, and class reviews contextual sources, (b) students read sources with support and prompting, and (c) students plan and write independently
Instructional Similarities	*Instruction with primary and secondary sources was used along with background information from the textbook.	*Instruction with primary and secondary sources was used along with background information from the textbook.
	*Students participated in 6 days of argumentative discussion in groups of 6 to 8 students	*Students participated in 6 days of argumentative discussion in groups of 6 to 8 students
	*Students composed an argumentative essays after three historical investigations	*Students composed an argumentative essays after three historical investigations
	*Teachers used the DARE mnemonic to facilitate the production of argumentative essay elements	*Teachers used the DARE mnemonic to facilitate the production of argumentative essay elements
Posttest: America in the 1950s	*Teachers used 4 guided response questions based on Walton et al.'s (2008) argumentative schemes and critical questions to facilitate group discussions, and enhance student understanding of historical documents and overall content learning	* Teachers used 5 generic guided response questions to facilitate group discussions, and enhance student understanding of historical documents and overall content learning.
	*160 min divided into 4 days or segments: (a) teacher provides background, and class reviews contextual sources, (b) students read sources with support and prompting, and (c) students plan and write independently and complete two multiple-choice assessments.	*160 min divided into 4 days or segments: (a) teacher provides background, and class reviews contextual sources, (b) students read sources with support and prompting, and (c) students plan and write independently and complete two multiple-choice assessments.

For Investigations Two, teachers revisited the idea of creating a DARE graphic organizer to transfer information from instructional materials to their writing. Students were also encouraged to include transition words when moving from paragraph to paragraph, and add information or elaborate meaning in their own words after citing facts from the historical documents. However, it is important to note that after students constructed argumentative essays for Investigation Two, support materials such as references to DARE, graphic organizers, and guided response questions were faded from instruction. Although the concepts being communicated to middle school-aged students in this investigation were relatively new to most participants, evidence of retention was apparent in group discussions and students' written essays. Therefore, to promote greater independence and prepare students for posttest measures all support materials were faded from instructional lessons by Investigation Three.

Treatment Validity

To ensure that instruction was implemented in a manner that aligned with the prescribed lessons, I instituted the following procedures. First, on Days 3 and 4, participating teachers' audio recorded class sessions while students engaged in argumentative discussions. A reading specialist who was unfamiliar with the design and purpose of the study checked these audiotapes against prescribed lesson plans for fidelity. Results from this analysis will highlight whether teachers in both conditions used the guided response questions to facilitate and maintain the specific discussion focus outlined in the lesson plans.

In addition, I designed a protocol checklist that aligned with whole class lessons delivered by the six regular education teachers on Days 1, 2, and 5. The two retired

teachers who participated in the study, and took part in the three teacher training sessions randomly observed and recorded notes on whole class lessons delivered by the classroom teacher of record on Days 1, 2, and 5 for all three historical investigations. Results of teacher protocols show the level of accuracy that the six regular education teachers implemented the prescribed content during whole class instruction on these three days. Finally, papers by students in the experimental group were also checked before and after instruction for evidence of critical questioning and use of the two argumentative strategies to provide further evidence of the impact of instruction.

Interview

It was possible to interview 5 students from both conditions after the three-week intervention study was completed to gauge their beliefs about history and obtain evaluations about the interventions. This group included 2 students with disabilities and 3 students without disabilities who were selected to match the students with disabilities on sex and grade level (i.e., Grade 6 and 7). Three of the students participated in the experimental condition and two were a part of the comparison condition. Two of the six classroom teachers were also interviewed to obtain their thoughts about the intervention and examine beliefs about how to improve instructional procedures for future reference.

Dependent Measures

Content knowledge assessment. Before the start of the investigation, students were provided a 12 item, multiple-choice assessment about the four topics in the investigation to determine general historical knowledge. The content of the items referred to concepts and information taken directly from the schools' selected textbook, *Our Country* (Bass, 1995) and the eight primary source documents that were used in historical

investigations and the pre-/posttest. Student's content knowledge score was the number of correct responses out of the 12 items. Students completed the same content assessment after instruction ended. The six regular education teachers corrected the 12 item reading comprehension assessments for their respective classrooms. I selected a random subset of the assessments (25%) and scored them. The interrater reliability was 100%.

High vs. low content knowledge. Scores on the initial content assessment was used to categorize students into low and high content knowledge groups. Grouping was based on average standard deviation and the overall mean score for content knowledge among the overall sample. A determination about students who scored between average standard deviation and the mean scores was based on correctly answering at least two of three questions on the content knowledge assessment that the six classroom teachers considered difficult.

Reading comprehension. One measure was used to determine which types of discussions facilitated student's reading comprehension. A 10 item multiple-choice test was used to assess student's text understanding after reading a one-page background document generated from the schools' selected textbook, *Our Country* (Bass,1995), two primary source documents and completing a written argument about America in the 1950's. The students were asked to show what they remembered from the documents about America in the 1950's and the depiction of *Happy Days – Myth or Reality?* Four participating teachers and I worked collaboratively to create the 10 item reading comprehension assessment. Students' score on the assessment was the number of correct responses out of the 10 items. The six regular education teachers corrected the 10 item reading comprehension assessments for their respective classrooms. I again selected a

random subset of the assessments (25%) and scored them. The interrater reliability was 100%.

Writing. Three measures were used to examine students' written essays. These included (1) an analytic rubric of historical thinking, (2) a generic measure of writing quality (using criteria from the Pennsylvania Department of Education; PDE), and (3) length of students' essays in words.

The analytic rubric was created to capture the extent to which student's exhibit historical thinking in their essays. Students' essays were scored on the basis of four components: substantiation, perspective recognition, contextualization, and rebuttal. The analytic quality of each of the four components was based on a 3-point scale (Monte-Sano & De La Paz, in press). Substantiation emphasized the extent to which students provided evidence and explanation in support of a written claim. Perspective recognition focused on students' ability to articulate the texts as authors' points of view that could be evaluated rather than as authoritative statements that were to be accepted.

Contextualization examined the extent to which students identified and placed their arguments in the appropriate time, place, and setting. Rebuttal highlighted whether opposing side claims were clearly presented, drawn from the documents, and explicitly rebutted and/or discredited. These are all aspects of historical reasoning that have been found in the literature on historical writing (De La Paz, 2005; Monte-Sano & De La Paz, in press) and that I observed in 11th grade students' essays in my pilot study.

I trained two raters in two, two-hour sessions. During this time, I reviewed the historical background (textbook excerpts) and primary source documents, shared benchmark essays for each level on the rubric, and explained distinctions between each

level on the rubric. The raters then learned to use the scoring rubric with sample papers from students writing produced during Investigations One – Three. Once they achieved an acceptable reliability rate, they scored all of the essays in the data set and achieved satisfactory reliability: historical thinking total score(s) = 87.6%, and for each analytic trait (for substantiation Pearson $r=.98$, for perspective $r=.99$, for contextualization $r=.95$, for rebuttal $r=.83$).

The second dependent variable, generic quality, was measured using the Pennsylvania's State System of Assessments (PSSA) rubric for persuasive writing (Pennsylvania Department of Education [PDE], 2010). Each essay was separately scored using the PSSA scoring index as a generic quality measure. The PSSA quality index emphasized five dimensions of effective writing: focus, content, organization, style, and conventions. The quality of the five dimensions was based on a 4-point scale (PDE, 2010). Focus highlighted making a single controlling point with an awareness of the genre (i.e., writing an argument, summary, narrative, etc.). Content emphasized the inclusion of ideas developed through facts, examples, anecdotes, details, opinions, reasons, and/or explanations. Organization referred to the development of the essay within and across paragraphs using transition devices and included introduction and conclusion paragraphs. Style outlined word choice, arrangement, and sentence structure that communicated the writers' tone and voice. Conventions detailed the grammar, mechanics, spelling, usage, and sentence formation.

I trained two different raters to use the PSSA scoring index in a manner similar to the analytic rubric training. The only difference was that I focused less on one trait at a time when we looked at benchmarks, and spent less time sorting through distinctions in

scores, etc. The two raters were experienced teachers and had had extensive experience scoring 6th and 7th grade students writing using the PSSA index. Therefore, the two raters used the training time to hone their skills, and identify areas of strength and weakness in students' writing. Once raters achieved an acceptable reliability rate, they scored all of the essays in the data set and achieved satisfactory reliability: PSSA writing index total score(s) = 91.3% and for each trait (for focus Pearson $r=.92$, for content $r=.94$, for organization $r=.95$, for style $r=.91$, for conventions $r=.98$).

All essays were also scored on the total number of words written. This number included all words that represented a spoken word regardless of spelling. Length was determined by counting the total number of words in students' essays. Reliability checks were completed on students' essays that were selected from the data set. Interrater agreement (agreement = agreements/agreements + disagreements) was computed on a randomly selected pool (15% of the papers) for total number of words written. Reliability for this measure was 97%.

CHAPTER FOUR

Results

The purpose of this study was to investigate the effects of argumentative schemes and critical questions during small-group historical discussions on middle school students' (a) content knowledge, (b) reading comprehension, and (c) quality, historical thinking, and length of written arguments. The presence of aptitude-treatment-interactions was also examined to determine whether students' initial level of content knowledge about selected historical topics affected their posttest performance on reading comprehension, content knowledge, and written outcome measures. This chapter presents the results from 151 randomly assigned sixth- and seventh-grade students who participated in one of the two discussion conditions. It is important to note that the unit of analysis in the present study was the average group score on each dependent measure. There were 12 groups within each condition, primarily with 7 students in each group. Because one teacher taught each group of students, typical nesting problems associated with statistical analyses involving students in classrooms were avoided by using the average group score as the unit of analysis. All statistical analyses were thus based on average scores for each group rather than each individual.

Furthermore, an analysis of participating students' attendance records suggested that both conditions averaged a comparable number of absences in each of the three weeks the investigation took place ($M = 8.2$ absences for each condition, per week). If and when absences occurred, classroom and supplemental teachers worked collaboratively to update students for the day/s of instruction missed. Overall, 151 of the initial 167 students completed all three investigations, two academic ability assessments

(i.e., WIAT-III, and GMRT-4), pre-and posttest measures, and returned parent and student consent forms. Records showed that only three of the 16 students eliminated from the final sample were removed because they missed one or more of the three investigations. Two students were eliminated because they failed to complete both pre-posttest measures and were absent on designated make-up days. The remaining 11 students were eliminated because they did not return parent and student consent forms.

Table 8.

Summary of Student Demographic Characteristics by Condition

Variable	Condition			
	Experimental		Comparison	
	Mean	SD	Mean	SD
Content Knowledge	6.17	1.35	6.12	1.51
PSSA Reading (Scaled Score)	1374.03	192.64	1402.40	190.62
Gates-MacGinitie (GMRT-4)	45.14	3.05	46.27	3.28
WIAT-III (Essay Composition)	97.29	7.17	97.89	6.77

Note. Content Knowledge = students scores on a 12 item content knowledge assessment taken prior to instruction; PSSA reading = Pennsylvania State System of Assessments Reading Scaled Score, WIAT-III = Wechsler Individual Achievement Test – 3rd Edition, Essay Composition Subtest Scaled Score, GMRT-4 = Gates-MacGinitie Reading Test – 4th Edition Raw Score

Demographic Comparisons

Table 8 presents the means and standard deviations for the characteristics of students by writing condition at pretest. A series of one-way analysis of variance (ANOVA) were performed to evaluate the relationship between the two writing conditions and students' reading ability (PSSA reading scores, GMAT-4 scores), writing

ability (WIAT-III essay composition subtest scores), and knowledge of the four historical topics). There were no significant differences between students in the two conditions on the GMAT-4 scores ($F(1, 149) = .283, p = .595$), WIAT-III essay composition ($F(1, 149) = .283, p = .595$, $ES = -.09$), PSSA reading ($F(1, 99) = .828, p = .364$, $ES = -.14$) or content knowledge assessment scores ($F(1, 90) = .048, p = .827$, $ES = .03$). An additional series of ANOVA tests indicated there were no significant differences among students assigned to the two writing conditions in terms of gender ($F(1, 149) = .320, p = .572$), ethnicity ($F(1, 149) = .779, p = .380$), number of students who were considered economically disadvantaged ($F(1, 149) = .103, p = .748$), or number of students identified as having a disability ($F(1, 149) = .448, p = .504$).

Process Measures during the Intervention

Small-Group Discussion. In the following section students' dialogue in the experimental and comparison conditions is described as a process measure of the differences between the two forms of discussion. Because a formal measure was not used to make comparisons, the purpose is to highlight patterns in the types of discussions students engaged in and point out how using argumentative schemes and critical questions may have influenced the historical thinking, reasoning, and overall quality of the experimental students' dialogue. In addition, the dialogue in this section provides an illustration of the differences in discussion among students in the comparison group. Exploring these differences was done by randomly selecting one 30- min transcribed segment of discussion from each condition from 10 audio taped sessions on the Gulf of Tonkin Incident. Conversations from the Gulf of Tonkin Incident were selected for two reasons. First, the Gulf of Tonkin Incident was the final investigation that students

explored allowing them experience in engaging in discussions. Secondly, teachers had developed into better facilitators, were more familiar with the level of prompting and support needed and provided students greater independence in negotiating the direction of the conversation. This provided the best evidence of the competencies that students had developed.

Historical background. During Investigation Three: The Gulf of Tonkin Incident, students read and examined two conflicting statements between President Lyndon Johnson and Senator Wayne Morse. President Johnson declared ardently that the attacks in the Gulf of Tonkin were “deliberate...and have given a new and grave turn to the already serious situation in Southeast Asia” (Document 1: President Johnson’s Address to Congress). Morse on the other hand believed Johnson and “the government were not giving the American people all the facts about the attacks on American vessels...[therefore] Johnson did not have the right to send American boys to their death” (Document 2: Statement by Senator Wayne Morse). As a result, Morse voted against The Gulf of Tonkin Resolution, which granted President Johnson the power to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression in the region without the consent of Congress. The historical questions asked students: If you were a member of Congress at the time of the attacks in the Gulf of Tonkin in 1964, would you have voted for or against using force?

Transcriptions were examined to identify commonalities in students’ dialogue within conditions. Teachers’ comments are in bold print and labeled (**T**). Comments made by students are in italics and marked (*S*). In the excerpts that follow, [. . .] denotes a

brief pause, “. . .” where there was an omission of irrelevant words. Questions are shown in italics.

Three major patterns emerged from examining dialogue in the experimental condition, which showed how schemes and critical questions may have prompted students to: (a) make beliefs, claims, and ideas explicit, (b) reason about the historical question, and (c) consider important features of historical thinking (e.g., reliability of the source, contextualization, and positive/negative consequences of historical actions) during discussions. Excerpts of discussions taken from the randomly selected audio tapings are provided below. Importantly, the three major patterns that emerged from student conversations were not viewed as conclusive findings, but as an illustration of how the types of questions students’ in the experimental group learned to ask may have served to support improvements in the dependent variables for content knowledge, and historical thinking.

Making beliefs, claims, and ideas explicit. The following excerpts highlight how students in each condition responded to teachers’ questions and elaborated on claims. Questioning in both conditions centered on the historical background, and President Johnson’s motivation to send American forces to Southeast Asia. For students in the comparison group, students responded to questions with anecdotal answers, offered some evidence from the documents, but provided minimal elaboration. Students in the experimental group on the other hand seemed to not only respond, and added information from the text, but also voiced beliefs, claims, and ideas about the historical controversies more clearly than students in the experimental condition. Even further, students’ disagreed on specific points and how they should be interpreted, but worked together to

resolve conflict. This provides an illustration of how students were practicing the methods of historical inquiry, which according Kuhn (1992) leads to deeper, more epistemological levels of content knowledge.

Investigation Three: Day 3 – 6th Grade Experimental Group (Appendix Z: lines 96 – 130)

T - So let's talk about Johnson then. Did he have the best interests of the US in mind, or is he...kind of jumping to conclusions and sending people to war? Should we believe what he's saying?

S1 - It's very hard to say. Yeah, he is blowing it out of proportion. Was it really just one shot, or was it a ton of people shooting, and did they shoot on purpose? Were they shooting at one person or were they just randomly shoot?

S1 - They discharged their weapons. They thought it was an opposite ship. They didn't know if, like it was not an opposite ship. They could've thought it was like Russia or somebody.

S2 - But they said, he said, he was on top [flying over], looking down on there and he said that he saw it go the other way [that there was not any shooting or attacks]. I think he said it was either nothing or we shot them.

T-Yeah, that was James Stockdale, remember?

S2 - He actually said he didn't see anything.

T-Yeah, we looked at that on Monday, he said he didn't see anything. So then is Johnson a reliable source? Can we count on what he's saying?

S1 - Possibly.

T-Possibly? Why?

S1 - This time the president actually could be, because [...] he was trying to defend the country.

S5 - Yeah, we could've shot them! We don't even know.

S5 - Either way, Lyndon Johnson was just trying to get what this report says, he was just trying to defend this country, which actually makes him pretty reliable. He was trying to defend his own country.

Investigation Three: Day 3 – 6th Grade Comparison Group (Appendix Z: lines 29 – 34)

T – So what is going on here in the Gulf of Tonkin, why should this concern the President?

S1 – The President is scared because we are being attacked, and [...] well we really didn't do anything wrong that I know of.

S2 – Well we were kind of in the wrong for being over there, but they still should not have attacked us.

T – OK, let's look at the major characters in Document 1, who are they?

T – In other words who is involved here?

S5 – President Johnson is really the only name this document talks about [...] they do talk about the North Vietnamese.

S3 – Yeah, Document 1 does talk about the North Vietnamese and how they attacked us.

Summary. Students in the comparison condition answered questions and followed basic question – response protocols. However, students in the experimental group seemed to voice explicit beliefs and ideas and presented legitimate disagreements about how to interpret the events. For example, although S1 and S2 disagreed about whether the attacks in the Gulf of Tonkin occurred, both resolved that President Johnson was a reliable source or at least, someone who was trying to defend the country. Even further, while students' comments in the comparison group remained focused on answering the questions with information from "Document 1", students in the experimental group referenced Johnson and Captain James Stockdale's observations about the historical event and voiced multiple perspectives in dialogue. This further appeared to highlight the influence argumentative schemes and critical questioning may have had on students' discussions.

Reasoning about the historical question. In discussions, the type of dialogue students engaged in appeared to be facilitated by guided response questions. In this excerpt, students were asked to think about Johnson's motives for delivering his midnight message to Congress as well as for pursuing force in the region. Students' dialogue in both conditions showed that questions and discussions prompted students to think about the historical documents. However, by using critical questions to examine the Gulf of Tonkin Incident and President Johnson's statements, students in the experimental group seemed to demonstrate a deeper level of reasoning about the events leading up to the Gulf of Tonkin Incident, what actually happened during the attacks and brainstormed about Johnson's underlying motives. Patterns in students' discussions also appeared to indicate that students in the experimental condition stepped outside the normal give and take common to generic comprehension questioning (e.g., who was the author, what were the main ideas, what are some details in the documents) and entered into an authentic historical discussion where deeper levels of thinking and reasoning occurred.

Investigation Three: Day 3 – 6th Grade Comparison Group (Appendix Z: lines 29 – 34)

T – Let's think here guys, what is the author's purpose for presenting this message to Congress, what are the President's goals here?

S1 – He wants to attack the Vietnamese because they attacked us.

T – So he's appealing to Congress to get permission to attack?

S3 – Basically, he wants to go to war because we were attacked a couple of times when we were over there and [...], even though we shouldn't have been, the President wants to defend us.

T – Does anybody think he has any other motives here, remember we talked about stopping Communism at this time in history. Does Johnson want to stop Communism as well?

S2 – He probably does, but what does it matter, either way whether we are trying to stop Communism or we were attacked, the President wants to stop them over there.

Investigation Three: Day 3 – 6th Grade Experimental Group (Appendix Z: lines 131

– 142)

T - So why go in there [to Vietnam] then...what is Johnson trying to do?

S1 - He's just trying to protect us, which actually is a pretty good reason, but maybe one shot which the dude didn't even see [Captain James Stockdale], I think he should've been like, one more time, maybe.

S1 - I was thinking that maybe, if there's a first sinking, then maybe.

S2 - Like in WWI, it took a couple of sinkings, a couple of years, then they finally did [enter the war].

S2 - And the Americans were neutral in that. But then it took, it took until they pushed and pushed and pushed [...] This wasn't a sinking, it was one or two shots. In WWI it was two sinkings, but there was something else, there was a third reason... Going back to France, they were there, they pulled out, we fix what they've done, and then, friendship forever.

T-With France?

S2 - Yeah.

T-So you're saying that he wants to do it to kind of mend their relationships with France, that is an alternative motive?

S2 - For closure to France.

Summary. The excerpts provide an indication that students in the comparison groups responded to teachers' questions without thinking critically. An examination of teacher–student dialogue seemed to show that students answered generic questions, but never elaborated on ideas or articulated beliefs or concerns about historical actors in the documents. In contrast, patterns in students' dialogue in the experimental group consistently displayed the use of background knowledge, and collaboration with peers to

enhance overall historical thinking. For example, S2 elaborated on a point made by S1, by extending the idea that the United States and Johnson should have waited to respond with force. He proceeded to discuss events that occurred in WWI, a historical topic that was explored in the district's 6th grade social studies curriculum, and drew connections to the President at that time (Woodrow Wilson) and his restraint before entering the war. This provided an illustration of how students who learned argumentative schema and critical questioning skills may have thought more deeply and worked together to reason about the historical question.

Important features of historical thinking. The next transcript excerpts showed differences in how students in the two conditions discussed important features of historical thinking such as the reliability of the source, consequences of certain actions, and refuting or rebutting evidence from other-side claims. In this example, students had a decision to make and had to consider features in the text, beyond facts and details from the documents to support their position. The facilitators asked students to conclude remarks with a decision on the historical question: should the United States respond to attacks in the Gulf of Tonkin with force? Students' who learned to use schema and critically questions, seemed to generalize these skills to their concluding statements.

Investigation Three: Day 3 – 6th Grade Comparison Group (Appendix Z: lines 29 – 34)

T – OK, to use force or not to use force, that is the question. Should we use force in response to being attacked in the Gulf of Tonkin?

S3 – I think that we should. I know that we only looked at Document 1 so far, but it's hard for me to accept being attacked. I have family members in the military and they are important to me. When I hear about attacks in Afghanistan I get so outraged and am like, we need to get them for this.

S1 – I think so too. They attacked us twice, and really, twice is too many times.

T – So the attacks are the nail in the coffin for the North Vietnamese, but does anyone, just based on Document 1, think that we should not use force?

S2 – It kind of worries me that some people say they didn't happen [reference to James Stockdale], but why would the President go on television, in front of all those people and Congress and just lie. It doesn't make sense to me [...] I know the other guys says we should not, but I guess I'll wait to hear what he says.

S4 – Like coach says, don't look back, let's get em!

Investigation Three: Day 3 – 6th Grade Experimental Group (Appendix Z: lines 194 – 220)

T - All right, now let's finish up. I want to ask one more question. So in the end, who thinks that we should respond with force to the Gulf of Tonkin incident, the attacks?

S5 - Maybe we shouldn't but maybe we can...

S4 - Well it doesn't really matter, because it's a neutral thing, it's opinion, it's not really...

T-Yeah, it's opinion, there's no right or wrong here.

S1 - They were going to use force anyways.

S5 - The reason I wouldn't use force is because maybe there wasn't a shot. This guy was actually looking down [Captain James Stockdale] and he didn't see anything. And it could've been fast, but you actually see a buzz go by, like he would say he saw a buzz, like a bullet going...

T-So how many of you trust Johnson?

S2 - I trust Johnson. I don't trust what he's saying, but I trust that he's trying to defend the country.

S4 - I do trust him, I mean he got elected. He's doing everything to get elected, he's doing everything to defend this country, whatsoever we should use force.

T-Okay, do the positive consequences of using force over there [in Vietnam] outweigh the negative consequences, yes or no?

S1 - There's always bad consequences in every war.

S1 - There's bad and good. This could've been about more money too, possibly more land...

S5 - I think they kinda do [good consequences outweigh the bad].

S5 - We can always rebuild, we can always get those resources, and literally, the France things and communism, we're taking more of a bigger picture.

S2 - It takes a lot of supplies, a lot of people...Plus it was our first one that we didn't win. My dad said it was like a tie, basically [...] It wasn't a loss, but it wasn't a win either...And it takes time, money, medication...And all in all it was like, we're going to lose, even if you still waste a lot of money, a lot of people...

S2 - Like today, when we lost our game, we weren't all down about it, we're like, okay, we can go back and try to do this again. But in war you really don't want to go back and try starting another war just because you lost.

Summary. Green (1994) pointed out that historical thinking in the classroom involves interpreting and integrating information from different sources, defining a problem, speculating about alternative actions, and reformulating information in support of a point of view (Greene, 1994). For students in the experimental group, this appeared to be a consistent pattern displayed throughout discussions. In weighing the positive and negative consequences of using force, S2 respectfully voiced her disagreement with S1 and pieced together a final statement that clearly articulated her position. In particular, while S1 believed it was a win – win decision to use force, S2 suggested the opposite, regardless of winning or losing, in the end, the loss of lives, money, and time amounts to a loss if you decide to use force.

Unlike students in the experimental group, students in the comparison group seemed to accept what the documents stated. Although S2 voiced a reservation to Johnson's statements by referencing Captain James Stockdale's observations, the student quickly dismissed these statements and resolved to her initial position. Furthermore, none of the other students elaborated on Stockdale's points or attempted to refute Johnson's

motives of using force in response to the attacks. The absence of these components further suggests that facilitating group discussions with generic comprehension questions may not have prompted students to consider important features of historical thinking while they engage in discussion.

Discussion summary. A comparison of two, 30-min conversations from students in each condition highlighted patterned differences in the types of discussions students engaged in. Specifically, the transcripts seemed to indicate that by integrating and teaching students to use argumentative schemes and ask critical questions, students in the experimental group generated explicit beliefs, claims, and ideas about the historical controversies, and reason about the historical question, while students who used generic comprehension questions as a means for discussing the historical topic appeared to think less deeply about the historical controversies under question.

Treatment Validity and Evidence of Strategy Use

To ensure that instruction was implemented in a manner that aligned with the prescribed lessons, the following procedures were planned. First, on Days 3 and 4, participating teachers' audio recorded class sessions while students engaged in argumentative discussions. A reading specialist who was unfamiliar with the design and purpose of the study checked these audiotapes against prescribed lesson plans for fidelity. Results from this analysis indicated that teachers in experimental and comparison conditions used guided response questions to facilitate and maintain the specific discussion focus outlined in lessons with 100% accuracy. In addition, teacher-condition-group rotations were maintained across all three historical investigations to ensure that the four participating teachers in each classroom (e.g., classroom teacher, two retired

elementary school teachers, and I) rotated conditions after each investigation, and did not facilitate discussions for the same group of students more than once.

Thirdly, I designed a protocol check-list that aligned with whole class lessons delivered by the six regular education teachers on Days 1, 2, and 5 (see Appendix Q). The protocol check-list provided a measure of fidelity for implementation, and effectiveness. The two retired elementary school teachers who participated in the study, and took part in teacher training sessions randomly observed and recorded notes on whole class lessons delivered on Days 1, 2, and 5 for all three historical investigations. Resulting teacher protocols showed that the six classroom teachers implemented 95% of the prescribed content during whole class instruction on these three days and implemented the outlined protocols with 92% effectiveness.

Evidence of strategy use. Papers by students in the experimental group were also checked before and after instruction for evidence of components of historical thinking, use of critical questioning, and argumentative strategies to provide further evidence of the impact of instruction. Before instruction, 39% of students recognized the other-side argument in argumentative essays, with less than 12% rebutting the other-side argument position in some way. This was reflected in students' historical thinking scores at pretest ($M = 4.42$, $SD = 2.97$). For example, students in the experimental group earned scores of less than one point ($M = .91$, $SD = 1.11$) for perspective recognition, suggesting that students treated documents as authoritative, presented evidence from documents in essays as their own perspectives, and did not reconcile multiple authors' perspectives (e.g., *I believe that America in the 1950's was a myth. Some people had to spend up to 50 percent of their income on food costs* [cited from document 2]. *Many people were living*

in small apartments with different people...they were doubled up in houses [cited from document 2]. *The 3,000 workers at Gimble Brothers brought home \$26 - \$45* [cited from document 2]. *Because of that and food, money was scarce and people were going through a crisis* [from student's essay at pretest]).

Average rebuttals scores for students in the experimental group at pretest were slightly above one point ($M = 1.07$, $SD = 1.17$). This showed that some students knew that other-side claims needed to be acknowledge but, that students did not recognize the need to elaborate other-side claims and provide explicit rebuttals to these claims to strengthen their arguments (e.g., *Another thing that happened was the economy was better like they were building more and earning more* [cited from document 1]. *But, more people like store clerks at Gimbals in New York only made \$26 - \$45 a week* [cited from document 2]...*However, I still believe America was prosperous in the 1950's* [from student's essay at pretest]). Lastly, none of the students in the experimental group explicitly questioned the reliability of the sources (i.e., Argument from Expert Opinion) or referenced possible consequences/outcomes (i.e., Argument from Consequences) of historical actions as a way to strengthen their arguments and/or weaken the other-side argument in pretest essays.

After instruction, 87% of students in the experimental condition recognized the other-side argument in posttest essays. Of this group, most (84%) generated at least one example from the primary source documents in support of the other-side argument, with more than half (65%) also rebutting the other-side argument in some way. The addition of these components in students' writing was reflected in greater historical thinking scores from pretest to posttest ($M = 8.62$, $SD = 2.56$). In particular, students' scores for

perspective recognition ($M = 2.28$, $SD = .90$), and rebuttal ($M = 2.50$, $SD = .83$) also improved significantly after instruction ended.

Fifty-four percent of these students also used one of the two argumentative schemes to either rebut the other-side argument in some way, or to strengthen their stance on the historical question in posttest essays (e.g., *In document one, Eisenhower was saying, they built a stronger and better America. Also in document one, he said the national income was more equally and fairly spread than ever before, well I disagree with that because Anna Blanck said the workers had to spend practically their whole paycheck on food and rent...I would rather believe a person who was going through all of this than a president such as Eisenhower. He wouldn't truly know what those people were going through if he wasn't one of them* (from student's essay). Thus, the percentage of students who showed evidence of improved historical thinking, use of critical questioning, and argumentative strategies provides a strong indication that students not only understood the strategies learned during argumentative discussions, but were able to transfer this knowledge to their writing.

Product Dependent Measures

Table 9 and 10 shows the means scores and standard deviations for the content knowledge assessment, reading comprehension test, historical thinking, writing quality, and essay length for students in the 12 experimental and 12 comparison conditions. Parallel results for each subgroup (student with high/low content knowledge) within both writing conditions are shown in Table 10.

Content knowledge assessment. A one-way ANOVA test was conducted to evaluate the relationship between the two conditions and performance on the content

knowledge assessment. Table 9 presents descriptive information. There were significant differences in performance on the content knowledge assessment $F(1, 22) = 6.33$, $MSE = 3.481$, $p = .020$, $ES = .60$. Thus, after instruction, students in the experimental condition gained better content understanding of the four historical topics (e.g., Indian Removal, Mexican American War, Gulf of Tonkin Incident, and America in the 1950's) than students in the comparison condition.

Table 9.

Means and Standard Deviations for Content Knowledge, Reading Comprehension, Writing Quality, Historical Thinking, and Number of Words by Condition

Measure	Posttest	
	Experimental	Comparison
Content Knowledge		
M	9.85	9.20
SD	.92	1.09
Reading Comprehension		
M	8.68	8.57
SD	.47	.42
Writing Quality		
M	16.56	16.20
SD	1.19	1.49
Historical Thinking		
M	8.84	7.35
SD	1.11	1.27
Number of Words		
M	183.82	176.36
SD	30.24	26.01

In addition, a 2 (level of content knowledge) x 2 (condition) repeated measures ANOVA design was used to evaluate the relationship between students with low levels of content knowledge, high levels of content knowledge, and assignment to conditions on content knowledge assessment scores. Table 10 presents the descriptive information. The

statistical analyses showed main effects for level of content knowledge, $F(1, 23) = 34.498$, $MSE = 14.061$, $p = .000$, $ES = 1.87$. Thus, students with high levels of content knowledge performed significantly better than students with low levels of content knowledge on the content knowledge assessment ($M = 10.28$ and 8.75 , respectively). A second main effect was also found for condition, $F(1,23) = 6.72$, $MSE = 2.74$, $p = .017$, $ES = .62$.

However, the interaction between level of content knowledge and condition was not significant $F(1, 23) = .215$, $MSE = .088$, $p = .648$. This suggested that although level of content knowledge and condition did have a significant effect on students' content knowledge after instruction, the two variables do not interact. Specifically, students with low levels of content knowledge about the four historical topics assigned to the experimental condition performed roughly the same as students with low levels of content knowledge assigned to the comparison condition ($M = 9.14$ and 8.35 , respectively) on the content knowledge assessment at posttest. Likewise, students with high levels of content knowledge assigned to the experimental condition achieved comparable scores as students with high levels of content knowledge assigned to the comparison conditions on the content knowledge assessment ($M = 10.55$ and 10.00 , respectively).

Reading comprehension. A one-way ANOVA test was conducted to evaluate the relationship between the two conditions and performance on the reading comprehension test. Table 9 presents descriptive information. The ANOVA's showed there were no significant differences in performance on the reading comprehension test by condition $F(1, 23) = .374$, $MSE = .075$, $p = .547$, $ES = .26$. Therefore, after instruction, these

results indicated that students in the experimental and comparison conditions attained comparable levels of reading comprehension on the posttest materials.

In addition, a 2 (level of content knowledge) x 2 (condition) repeated measures ANOVA design was used to evaluate the relationship between students with low levels of content knowledge, high levels of content knowledge, and assignment to experimental or control conditions on reading comprehension scores. Table 10 presents the descriptive information. Statistical analysis showed main effects for level of content knowledge, $F(1, 23) = 51.83$, $MSE = 6.85$, $p = .000$, $ES = 2.13$, but not for condition. These results suggested that students with high levels of content knowledge outperformed students with low levels of content knowledge in both experimental and control conditions. The interaction between level of content knowledge and condition was not significant.

Writing performance. Next, three separate one-way ANOVA's were performed to examine the relationship between condition and the three writing measures: writing quality, historical thinking, and number of words. Table 9 presents descriptive information. Statistical analysis showed there were no statistically significant differences between the two conditions on writing quality ($p = .519$) or for the length of students' essays ($p = .524$). However, the ANOVAs showed a main effect on historical thinking $F(1, 23) = 13.23$, $MSE = 9.29$, $p = .006$, $ES = 1.29$. This indicated that students in the experimental condition wrote essays that were judged as having more evidence of historical thinking than students in the comparison condition. With respect to the components of historical thinking measured by the analytic rubric, students in the experimental condition provided more evidence and explanation in support of written claims, articulated the authors' perspectives more clearly, and both presented and

provided explicit rebuttals to opposing side claims in their essays more effectively than students in the comparison conditions.

Writing quality. In addition, a 2 (level of content knowledge) x 2 (condition) repeated measures ANOVA design was used to evaluate the relationship between students with low levels of content knowledge, students with high levels of content knowledge, and condition on writing quality. Table 10 presents descriptive information. The statistical analyses showed main effects for level of content knowledge $F(1, 23) = 32.87$, $MSE = 43.39$, $p = .000$, $ES = 2.17$, but not for condition ($p = .415$). There was also no interaction between level of content knowledge and condition ($p = .712$). These results suggested that students' level of content knowledge about the four historical topics before the start of instruction significantly affect their overall performance on the degree to which students' composed essays with a single focus, included genre specific content, demonstrated organization, articulated voice, and applied appropriate conventions in their essays. Although students in both conditions improved their scores from pre-test to posttest, students with high levels of content knowledge initially understood more about history than students with low levels of content knowledge, and the discrepancy in understanding remained after instruction ended.

Historical thinking. A second 2 (level of content knowledge) x 2 (condition) repeated measures ANOVA design was used to evaluate the relationship between the same four variables on historical thinking. Table 10 presents descriptive information. The statistical analyses showed main effects for level of content knowledge, $F(1, 23) = 19.25$, $MSE = 17.36$, $p = .000$, $ES = 1.87$ and for condition $F(1,23) = 11.09$, $MSE = 9.998$, $p = .003$, $ES = 1.02$. The interaction between level of content knowledge and condition was

not significant ($p = .877$). Unlike writing quality scores, these results suggested that students' level of content knowledge about the four historical topics at pretest and participation in experimental condition discussions influenced students' ability to think historically. This was true for students with high levels ($M = 9.48$ and 8.25 , respectively) and low levels ($M = 7.84$ and 6.48 , respectively) of content knowledge. Thus, the types of discussions students in the experimental conditions engaged in affected the amount of substantiation students' provided, the inclusion of multiple perspectives from authors and/or documents, the degree to which information from the historical period was contextualized, and the inclusion of explicit rebuttals in their essays.

Table 10.

Means and Stand Deviations for Low and High Content Knowledge Students for each Condition

Measure	Condition							
	Experimental				Comparison			
	Low		High		Low		High	
	M	SD	M	SD	M	SD	M	SD
CK Assessment	9.14	.71	10.55	.40	8.35	.76	10.00	.62
RC Test	8.26	.43	9.21	.23	7.87	.53	9.10	.12
HT	7.84	1.24	9.48	.63	6.48	1.10	8.25	.71
WQ	14.99	.71	17.85	.83	14.77	1.69	17.29	1.10
# of Words	164.16	29.37	200.03	23.62	156.16	14.95	192.98	32.89

Note. CK = Content Knowledge, RC = Reading Comprehension, HT = Historical Thinking, WQ = Writing Quality

Essay length. A third 2 (level of content knowledge) x 2 (condition) repeated measures ANOVA design was used to evaluate the relationship between the same four variables on the number of words in students' essays. Table 10 presents descriptive information. Level of content knowledge did not significantly affect the number of words students' produced in their essays ($p = .458$). Students with high content knowledge wrote essays of similar length as students with low content knowledge ($M = 184.59$ and 175.59 , respectively). There was also no main effect for condition ($p = .538$), or an interaction between level of content knowledge and condition ($p = .964$). This suggested that the types of discussions students in both conditions engaged in and level of content knowledge did not interact to affect the overall number of words students produced in their essays.

Social Validity

A review of notes and transcripts taken from individual student and teacher interviews indicated strong positive reactions from both types of participants. Aside from performing regular language arts activities in the social studies classroom, students were excited about examining social studies content from different perspectives and actively piecing together their own meaning, "*as opposed to sitting though a 30 min teacher talk*" (from student's interview). Students also commented that they felt as if they could apply much of the information they learned over the three-week intervention to real life experiences. For example, one student commented that learning how to argue "*would be beneficial to her future disputes with parents and her ability to persuade them*" (from student interview). The student proceeded to discuss the importance of looking at an issue from two-sides, and developing a rebuttal for the opposing argument. More importantly, of the students interviewed, all five commented that they believed they had developed

stronger writing skills, and after learning the argumentative writing process, actually looked forward to constructing argumentative essays at the end of each historical investigation. These same students also commented that they felt as if they had established greater knowledge about history and how it is pieced together.

In addition, it was especially encouraging to listen to a 6th grade girl talk about her greater awareness of the past and interconnecting multiple events using several of the critical questions used in group discussions.

“When Mrs. [classroom teacher] talked about Vietnam I thought everyone was in favor of going to war...When my dad talks about World War II he said that people in our country supported the war, so I just assumed people in the United States supported President Johnson and him saying we should attack Vietnam for attacking our ships in the Gulf of Tonkin...I was surprised to learn that his document may not be reliable and that he misled people to stop Communism. If he lied to go to war that is just wrong...we should have waited to see if he was [lying] before going to Vietnam” (from student interview).

Teachers were likewise pleased with the implementation of the three historical investigations and, most of all, with the results of students’ writing. The two teachers interviewed made specific comments about to the importance of integrating literacy activities into content area instruction and the ease and practicality of doing so with the activities provided within the three-week intervention.

“Our Tier II and III students are always removed for content instruction for supplemental reading instruction...it really ends up not being fair for them. They never have the chance to learn about Science or the history of our country...I

have to admit though, when you first told me that we would be having these kids write informational pieces from historical documents I thought there's no way!...Looking back I'm amazed, not only were the students able to write from primary source documents, they enjoyed doing it...they also put forth a great deal of effort. More than anything, I would say it was very motivating for them to be challenged in this way...I'm glad we took the DARE...these kids were much better writers after the three weeks of instruction, and rarely did we work more than 40 min out of the day" (from teacher's interview).

Finally, both teachers interviewed commented that they would like to use the materials from the four historical topics in future instruction, planned on providing more opportunities for teacher-student discussions in the classroom, and had already begun locating primary and secondary source documents for end of the year units on the Civil War's Battle at Gettysburg, part of the district's social studies curriculum on Pennsylvania History. Thus, the intervention was strongly received by both students and teachers alike, yet commentary was limited in content related to improvements or modifications that might enhance outlined instructional methods used in the study.

Summary

In this chapter, an introduction was given to the analysis and statistical tests that were to be discussed and the order in which they were to be addressed. This was followed by a demographic analysis of the sample and a comparison of excerpt transcripts from group discussions and treatment fidelity data provide information on the nature of the intervention. The one-way and repeated measure ANOVA's comparing experimental and

comparison outcomes and the social validity check of the three-week investigation provide information on the benefits and limits of the instruction under investigation.

In response to research question one; there was a relationship between the types of discussions students engaged in and their final performance on a content knowledge measure. Groups who were taught to use argumentative schemes and to ask critical questions during argumentative discussions performed significantly better than students who used generic comprehension questions during discussions. However, significant main effects were not found between groups on the reading comprehension task administered after instruction ended. The results from the second research question also revealed that students in the argumentative scheme and critical question group constructed written arguments that received significantly greater historical thinking scores on the analytic rubric than students in the generic questioning group. Yet, the findings showed that there were not significant differences in the quality or length of students' essays between conditions

Third, statistical analyses showed significant main effects for aptitude-treatment-interactions in four out of the five dependent measures (e.g., content knowledge, reading comprehension, historical thinking, and writing quality scores). This answered the third research question and indicated that students who were identified as having high levels of content knowledge prior to instruction, performed significantly better on posttest measures than students who were identified as having low levels of content knowledge prior to instruction. Additional analysis of audio taped discussions supported the significant main effects found on content knowledge assessment scores, and historical thinking for students in the experimental groups. Students who learned to use

argumentative schemes and ask critical questions during discussions were more effective in expressing beliefs, claims, and ideas about historical controversies, demonstrated a deeper level of thought about the historical documents, and considered important features of historical thinking to a greater degree than were students in comparison groups.

These results were encouraging and align with many of those in the existing literature, which emphasize the positive effects of integrating discussion in classroom activities. Furthermore, this study borrowed heavily from Walton et al.'s (2008) dialogue theory, and showed how aspects of this work can be applied in social studies and history classrooms with minor modifications. In the next chapter, I will review these findings in greater detail and attempt to explain what these findings mean to research in this area.

CHAPTER FIVE

Discussion

Introduction

In Chapter Four, the presentation and analysis of data were reported. Chapter Five consists of a summary of the study, discussion of the findings, and implications for practice and research. The purpose of this chapter is to expand upon the concepts that were examined in the investigation and provide further clarification about the outcomes that were achieved by teaching students to use argumentative schemes and to ask critical questions during small-group discussions. Based on my findings, I provide suggestions for future research on using schemes and critical questions to enhance small group and/or whole class discussions and outline methods for assisting students' to transfer information from discussions to their writing.

Summary of the Study

The primary goal of this study was to examine how an argumentative framework (i.e., Walton et al. [2008] dialectical framework) influenced the ways students participated in historical argumentation and constructed written arguments. Walton's framework had been used in the literature as a template for guiding group discussions and designing classroom activities that were more epistemic and educational effective for students (De La Paz, et al., in review; Ferretti, Andrews-Weckerly, & Lewis, 2007; Nussbaum & Edwards, 2011). Yet, research on Walton et al.'s (2008) framework with adolescents in educational settings had been limited and the outcomes related to students' writing were inconsistent.

Thus, to evaluate the potential utility of Walton et al.'s (2008) framework, 151 students from six middle school classrooms were randomly assigned to two conditions and asked to participate in a three-week study that featured: (a) examining controversial topics in history, (b) using primary and secondary source documents, (c) argumentative discussions, and (c) constructing historical arguments. Students in all six classrooms received whole class instruction on the first two days of each week then separated into assigned conditions for group discussion on days 3 and 4. Nine participating teachers facilitated group discussions. To ensure teaching styles did not influence student outcomes, teachers taught both conditions across the three investigations. On final day of each investigation, students constructed written responses to the historical question for each investigation.

Based on prior work indicating that argumentative discussion and instruction on argumentative schemes did not provide sufficient support for students to transfer newly acquired knowledge to their writing (Nussbaum & Edwards, 2011; Reznitskaya et al., 2007), a revised version of the mnemonic DARE (De La Paz, 2005; De La Paz & Graham, 1997) was integrated into instruction to remind students about the elements of argumentation. DARE was faded from instruction after the second investigation to promote independence and provide a more accurate look at the effects of argumentative schemes and critical questions on five dependent measures.

The average performance of 12 groups of students who were assigned to the experimental condition and taught argumentative schemes and to ask critical questions during discussions was compared to the average performance of 12 groups of students who were assigned to comparison conditions. Students in the comparison condition

participated in the same historical investigations, received the same instruction materials, and participated in discussions, but used a more generic set of questioning during discussions. In addition, before instruction started, students were administered a content knowledge assessment about the four historical topics selected for investigation. Mean scores on the content knowledge assessment were used to categorize participating students into two groups: low and high content knowledge. Content knowledge groupings were used to evaluate performance and interactions among discussion conditions after instruction ended.

I hypothesized that providing students an opportunity to participate in small-group discussions and teaching them to use specific argumentative schemes and critical questions would help foster greater conceptual learning, the construction of historical knowledge, and content understanding. Secondly, I believed schemes and critical questions would function as a heuristic tool that would assist students in crafting better quality, historical arguments. Third, based on the findings of my pilot study, I anticipated that students who displayed stronger content knowledge before the start of instruction would outperform students with less content knowledge on the five dependent measures. The study included the following three discussion questions:

1. What is the relationship between the type of discourse students engage in and their subsequent reading comprehension and ability to learn content about selected historical topics?
2. When participating in small group discussions, is there a relationship between the type of discourse students engage in and the quality, historical thinking and length of written arguments?

3. Are there aptitude-treatment-interactions in both reading comprehension and writing based on initial differences in students' general knowledge about the selected historical topics?

Discussion of Findings

Moje (2007) asserted that, beyond providing youth access to content knowledge about social studies, we must provide them with access to the practices of the discourse communities who produce that knowledge. Therefore, rather than lecturing and teaching abstract concepts about the past, the study of history must center on active participation. This includes providing opportunities to investigate evidence, reading from primary and secondary source documents, and drawing individualized conclusions for interpretations and arguments students' generate among their peers (Barton & Levstick, 1998; Monte-Sano, 2008; Seixas, 1993; VanSledright, 2002). Yet, few researchers and practitioners have escalated efforts to implement interventions or design experiments in content classrooms (Brown, 1992; VanSledright, 2002) and reported them in empirical work. In addition, with a heavy emphasis on discussion, the literature on the use of this fundamental aspect of historical inquiry would seem to be lacking.

Thus, with many questions about how to implement discussion in the content classroom, and even further, how to provide students effective avenues for transferring information from discussions into alternative contexts such as written essays, the purpose of this study was to examine a framework that middle school-aged students could use to do so. This section discusses the findings for each of the three research questions and additional qualitative analysis.

Research Question One

What is the relationship between the type of discourse students engage in and their subsequent reading comprehension and ability to learn content about selected historical topics?

The findings resulting from research question one indicated a significant relationship between teaching students to use argumentative schemes and to ask critical questions during discussions and performance on content knowledge measures. This finding was consistent with previous research (Ferretti, et al., 2007; MacArthur, et al., 2007), which showed that teaching students particular schema and participating in collaborative discussions led to significant increases in students' content knowledge. However, students' performance on the reading comprehension measure was not significantly different between conditions.

The findings related to both measures are consistent with the more general idea that participating in argumentative discussion promotes reasoning and text comprehension (Reznitskaya et al., 2001; Reznitskaya et al., 2007; Waggoner, Chinn, Yi, & Anderson, 1995). Notwithstanding, despite both conditions demonstrating moderately-high scores on the comprehension measure, without formally assessing text comprehension prior to instruction, the notion that argumentative discussion promotes text comprehension must be observed cautiously. Research has also demonstrated that using activities that integrate argumentation may enhance the long-term understanding of content (Andriessen, 2006; Nussbaum, 2008). Yet, with both conditions participating in discussions and integrating activities related to argumentation, the defining influence on differences in content knowledge points to the use of argumentative schemes and asking critical questions in discussions.

The literature on schema defines the word as a generic structure that contains variables or conceptual components that are learned for particular contexts (Nussbaum & Edwards, 2011; Reznitskaya et al., 2001). For example, in this investigation, students were introduced to two argumentative schemes that taught them to examine and question the author and/or source as well as positive and negative consequences of historical actions. Both schema have been particularly useful in the study of history and are characteristic of methods used by expert historians. This assists in explaining why, during small group discussions, students who learned these schemes seemed to reflect consistent patterns in conversations where beliefs, claims, and ideas were articulated, they reasoned about the historical question, and considered important features of historical thinking more effectively than students who were taught to use generic comprehension questions during group discussions.

In theory, most individuals find it difficult to distance themselves from existing positions, and the facts that accompany these positions, long enough to consider and evaluate counterarguments and other-side claims (Barth & Krabbe, 1982; Nussbaum & Kardash, 2005). Explicitly teaching youth to recognize counterarguments and other-side claims may be accomplished by scaffolding the argumentative process with schema that naturally elicit these components. Thus, with consistent practice and reminders to not only consider but also evaluate multiple perspectives in the three historical investigations, students obtained a broader, more comprehensive knowledge about information sources provided.

Transcripts from students' discussions showed that over time thought processes associated with questioning techniques (i.e. critical questioning) appeared to become

more automatic. For example, teachers reported that less prompting was required to start as well as maintain student dialogue and evaluate primary source documents used in the investigations. Nussbaum and Schraw (2007) pointed out that this automaticity of thinking reduces cognitive load by helping evaluators retain information from both sides of an issue simultaneously in working memory, and assists in the organization and construction of integrative arguments. Put differently, by expending less mental energy defending positions in dialogue, students' were able to learn more about a broad series of interpretations that each student articulated in discussions. Qualitative results from the analysis of transcripts showed that experimental students' ability to use argumentative schemes and to ask critical questions enhanced explanations students used during group discussions, the depth in which students explored the historical documents, and the features of historical thinking students need to consider when answering historical questions. All together, this seemed to assist students in retaining a broader, more diverse level of understanding about the four selected historical topics.

It is important to note that although statistical analysis on the content knowledge assessment indicated that students in the experimental condition performed significantly better than students in the comparison condition, students in both conditions earned moderately high overall scores ($M = 9.9$ and 9.2 out of 12 , respectively). In much the same way, despite the absence of a statistically significant effect favoring students in one condition, students in the experimental and comparison conditions achieved high overall scores on the reading comprehension test ($M = 8.7$ and 8.6 out of 10 , respectively), answering nearly 90% of the questions offered correctly. Given these findings, it was concluded that teaching students schemes and critical questions as well as to ask generic

comprehension questions during discussions had a positive influence on students' content knowledge and reading comprehension.

Research Question Two

When participating in small group discussions, is there a relationship between the type of discourse students engage in and the quality, historical thinking, and length of written arguments?

As in research question one, the findings from research question two revealed a significant relationship between teaching students to use argument schemes and critical questions in discussions and the historical thinking students' displayed in written arguments. Main effects were not present for condition on the generic writing quality measure and length of students' essays. However, before discussing findings related to historical thinking, it is important to examine outcomes from the second dependent measure for writing – PSSA quality index. To start, although there exists evidence of researchers using the PSSA quality index in the literature (Deatline-Buchman & Jitendra, 2006), few have used the measure to evaluate discipline-specific writing. In addition, findings from our pilot work, which compared the effects of genre on students' historical thinking and writing quality, also revealed no significant main effects between writing conditions on the PSSA quality index (Wissinger & De La Paz, 2012). Thus, despite minimal evidence, this brings to question how appropriate the generic quality measure may be for evaluating the effectiveness of an intervention focused on teaching students components of discipline-specific writing.

Notwithstanding, regardless of whether students' articulated higher-level historical thinking concepts such as author reliability, elaborated multiple perspectives, or

acknowledge and rebutted other-side claims in written essays, the inclusion of these elements did not affect overall generic quality scores. Furthermore, the number of words students produced does not evaluate the degree to which students' writing reflected historical thinking. Length or total number of words looks at a broad quantitative total, and not specific qualities students in the experimental group would have produced as a result of the types of discussions they engaged in. Thus, although multiple outcome measures were used to evaluate students' writing growth from pre- to posttest, several of these did not closely align with the intervention or reflect skills that might generalize to alternative contexts.

On the other hand, it was clear that the argumentative skills students in the experimental group acquired in discussions transferred to, and affected the historical thinking displayed in students' writing. These findings were mixed with those in the literature that showed teaching students schemes and providing opportunities to participate in oral discussion led to enhance writing outcomes (Felton & Herko, 2004; Gersten et al., 2006; Reznitskaya et al., 2001) and those who reported teaching schemes in conjunction with interactive dialogue had minimal effects on writing performance at the end of instruction (Nussbaum & Edwards, 2011; Reisman, 2011; Reznitskaya et al., 2007). The implication here is that teaching students' argumentative schemes and providing opportunities to apply these skills in collaborative dialogue can be an effective method for enhancing students' writing, but particularly in social studies classrooms, outcomes related to writing have been inconsistent and require further investigation.

To explain the significant findings related to historical thinking, it is important to note the combination of three practices: (a) teaching argumentative schemes and critical

questions, (b) engaging in small-group discussions, and (c) supporting students in learning and transferring newly acquired knowledge with DARE. As previously outlined, argumentative schemes introduce youth to the basic components of the argumentative structure. In particular, Walton et al.'s (2008) schemes and critical questions provided students with a framework for developing arguments that were more epistemic in nature. Students learned to question the reliability of sources and also to evaluate the consequences of certain historical actions. These concepts were made apparent through practice and supported through the use of DARE, enabling students to transfer knowledge between contexts and separate modes of communication.

The Argument from Expert Opinion and Argument from Consequence schemes were comprised of the structural and functional practices Walton and his colleagues have formulated from experiences with argumentation related to these schemes. This process has been refined and made absolute through rich, defined experiences. Thus, by providing youth the appropriate contexts and opportunities to practice and apply these schemes, they are able to make considerable progress in articulating them. Yet, without some level of support, the literature is clear that students have difficulty generalizing important information that naturally surfaces in group discussions to their writing (Nussbaum & Edwards, 2011; Reisman, 2011; Reznitskaya et al., 2007). This information includes developing a position, supporting it with reasons, identifying other-side arguments, and using rebuttals to weaken arguments from the other-side.

The literature on using mnemonics such as DARE to support students in transferring and organizing newly learned information from source documents to argumentative writing aligns with the findings of this study (De La Paz, 2005; De La Paz

& Felton, 2010; Jacobson & Reid, 2010). The inclusion of DARE served to remediate the gap between information that surfaced during group discussions and that which students were able to retain and record in argumentative essays. This was true in students posttests as well, even after DARE was faded from instruction. Therefore, this provides a strong rationale for using DARE as a supplementary tool for instruction and to enhance students' argumentative and/or historical writing.

In conclusion, considering that the study used a randomized assignment of students to conditions, there is strong evidence that students in the experimental condition acquired generalized knowledge about the practice of constructing quality historical arguments. Along these lines, it was also clear that these arguments were consistently enhanced by the inclusion of rebuttals. Statistical analyses showed significant effects not only for combined historical thinking scores, but also for the rebuttal component in experimental condition students' essays. Nonetheless, the fact that there was a significant main effect favoring schema and critical questioning group rules out the interpretation that students simply benefitted from using the DARE mnemonic, and the reminder for students to "*Rebut other-side arguments.*" Students in the generic questioning groups were clearly less effective at integrating these components in their writing, which further supports the influence of teaching students argumentative schemes and critical questions.

Research Question Three

Are there aptitude-treatment-interactions in both reading comprehension and writing outcomes based on initial differences in students' general content knowledge about select historical topics?

The findings for research question three indicated that students' level of content knowledge about the four historical topics before the start of instruction had a significant impact on students' performance on four out of the five dependent measures at posttest. That is, students with stronger background knowledge before the start of the investigation performed significantly better than students who had less background knowledge on the content knowledge, reading comprehension, historical thinking, and writing quality measures after instruction ended. Findings related to students' level of background knowledge were consistent with previous research (Gil et al., 2010; Gil et al., 2011; Le Bigot & Rouet, 2007; Naumann et al., 2009) indicating that one of the most accurate predictors of student performance is background knowledge about the topic. Interestingly, students who knew more about the four historical topics did not write significantly longer essays than student with less content knowledge.

In addition, students' level of background knowledge did not interact with the discussion conditions students were assigned to. This finding was encouraging as it suggested that, despite having to learn two unfamiliar argumentative schemes and to ask critical questions during discussions, students with minimal background knowledge did not perform more poorly than students with the same level of background knowledge in the generic questioning condition. In this way, this experiment could be said to support the assumption that teaching students to use argumentative schemes and critical questions during discussions is an appropriate intervention for a variety of learners. Therefore, the results of research question three challenge the notion that high levels of background knowledge may be needed to succeed in acquiring and using more complex historical thinking skills.

Process Outcomes

Although there has been some research on using argumentation discussion in history classrooms in recent years, the role that students play in shaping social interactions and the construction of historical knowledge during discussions is less understood. The patterns reflected in the process measures from group discussion provided an illustration that argumentative schemes and critical questions may, at least in part, play an important role in prompting students to make beliefs, claims, and ideas explicit, reason about the historical question, and consider important features of historical thinking in dialogue. These findings are consistent with those reported in the literature on using schema to assist students in analyzing and understanding key concepts in history (Ferretti et al., 2007; MacArthur et al., 2002; Okolo et al., 2007).

More importantly, the unique contribution of this section can be found in student examples of close analysis of text, voicing disagreement, and verbalizing key concepts of critical questioning. These included evaluating the reliability of source documents, consequences of historical actions, and resolving to agree or disagree about the historical question. This enabled students in the experimental group to formulate opinions, question the validity of claims, and criticize reasoning presented (e.g., *He [President Johnson] is trying to protect us, which actually is a pretty good reason, but maybe one shot which the dude didn't even see [reference to Captain James Stockdale from background lesson presented on day 1 of the historical investigation] wasn't enough, I think he should've been like, one more time, maybe before deciding to attack [student's remarks from audio taped discussions]*). In addition, schemes and questions helped elevate students' awareness

of important concepts related to answering the historical question, compelled them to make connections between events, and prompted greater elaboration in dialogue.

When students voiced different points of view, they respectfully questioned their peers thinking, which prompted critical evaluation of initial ideas. More importantly, despite disagreements, students felt comfortable expressing opinions to other group members (e.g., *“Well it doesn’t really matter, because it’s a neutral thing, its opinion... there’s no right or wrong answer”* [student’s remarks from audio taped discussions]). Thus, while the inclusion of schemes and critical questioning prompted students to think historically, it equally supported an environment of mutual respect, cooperation, and dialectical argumentation. This was a clear difference from students in the comparison condition who typically carried out basic question-answer responses to prompting without voicing disagreement, questioning the source, or drawing connections to background knowledge related to history.

Finally, student and teacher interviews were recorded to measure social validity. According to Lindo and Elleman (2010): “An intervention’s sustainability depends not only on how effective it is for students but also on how well it fits into the classroom context and how it is perceived by those involved” (p. 490). With that in mind, respondents voiced strong, positive beliefs and reactions about the intervention and were committed to using argumentative strategies, small-group discussion, and instructional materials in future content area activities. This provided further verification of the intervention’s effectiveness, and serves an important role in understanding how similar work can be applied in the future. In particular, students were excited about the activities

incorporated into social studies instruction and encouraged about new strategies they learned for constructing historical arguments.

Teachers were likewise pleased with instructional methods used to implement the three historical investigations and, most of all with students' writing outcomes. At the same time, teachers were concerned that although the intervention was well received by students, they believed the novelty of investigating history through primary source documents and writing argumentative essays would eventually fade, mitigating motivation and "*larger than normal student cooperation*" (teacher's response to social validity questioning).

Implications for Research and Practice

The results of this investigation has implications for future research related to teaching students argumentative schemes and critical questions, incorporating group discussion into classroom practice, and instructional methods for social studies and history classrooms. Yet, several factors in the design and implementation of this study must be addressed and improved to have an authentic influence on classroom practice and future inquiry. Suggestions for improvement, implementation, and future inquiries are outlined.

To start, this study captured the effects of teaching students argumentative schemes and to ask critical questions during group discussions, but the causal nature of using schemes and critical questions is confounded due to the implementation of multiple intervention components (e.g., DARE mnemonic, argumentative discussion, teaching students' schemes and critical questions). Despite efforts to clarify and define constructs, Shadish et al. (2002) determined that it is especially difficult to parse out the influence of

interventions when more than one component is used to alter behaviors. However, with DARE being used in both conditions and faded after week two of instruction, the results of the study suggest it would be worth examining an intervention that utilizes Walton et al.'s (2008) framework independent of other scaffolds. It would be useful to know what aspects of the Argument of Expert Opinion and Argument from Consequences foster historical thinking and the retention of content knowledge and whether the cause-effect relationship holds up independent of other intervention components.

A second and related avenue for future research is to address distinct gaps in the existing research on using Walton et al.'s (2008) framework in content classrooms. This study is one of few in the literature that has used Walton and his colleagues' framework as a means to improve students writing in social studies classrooms. Some of the earliest work documenting teaching students the argument from expert opinion and asking critical questions was implemented in a science classroom (Jimenez-Alexandre & Pereiro-Munoz, 2002). Nussbaum and Edwards (2011) extended this tradition by teaching students to ask critical questions during discussions about nine controversial social issues with three sections of seventh-graders. Yet, in both studies, the sample was composed of mostly Caucasian students of moderate socioeconomic status, made no reference to students with disabilities or struggling writers, and performed argumentative writing on topics unrelated to social studies and/or history.

In much the same way, the sample population in this study was ethnically homogeneous. Students and teachers were primarily of Caucasian descent and fewer than 20 students were identified with specific learning or behavioral disabilities. Therefore, research targeting more diverse populations across educational context (i.e., grade level,

ethnicity, and content area) is clearly needed to support the validity of teaching students to use argumentative schemes and critical questions in the social studies classroom.

Thirdly, in order to make Walton et al.'s (2008) model appropriate for the context and learners within that context, several modifications were made to the wording and/or general content of the critical questions. More importantly, again accounting for the grade-level and ability of the learners, along with the length of the intervention, only two of Walton and colleagues schemes and four critical questions were introduced to students during the final two weeks of instruction. Pre-instructional planning and instruction up through week one, however, included three of Walton et al.'s schemes and six critical questions. The third scheme, the Argument from Rule, was eliminated from instruction after Investigation One: Indian Removal. Participating teachers reported that students were overwhelmed by the premise of learning three schemes and six critical questions, and over the first two days of group discussion, became confused and unable to distinguish between the three schemes. Thus, the decision was made to eliminate the Argument from Rule from instruction.

Although the decision to remove the third scheme and two critical questions that accompany the Argument from Rule proved successful, much of the work by Walton related to creating arguments that are not presumptive in nature, highlights the need to make decisions and conjectures in dialogue on the grounds of documented law and/or policy (Walton, 1992; Walton, 1996; Walton et al., 2008). Walton commonly referred to this argument type as the Argument from Rule or Argument from an Established Rule. Here, the speaker cites the "established rule" (as opposed to the more casual term, "universal practice") as a code of action specifying a right thing to do in a given type of

case. For example, the Constitution requires that the Southern States cannot secede from the Union. In this type of argument, the speaker suggests that everyone in a specified group must not act in a particular way, because it is prohibited (obligatory) according to the rule (Walton, 1996). Ferretti et al. (2007) suggested that teaching students this type of scheme-relevant information will cultivate their critical evaluation skills and dispositions, and will assist students in producing more logical, fundamentally sound arguments.

Therefore, future research, even as it relates to teaching learners domain-specific schemes of thinking and communication (Leinhardt, 1994; Shanahan & Shanahan, 2008), might consider the Argument from Rule, along with the Argument from Expert Opinion, and the Argument from Consequences. Notwithstanding, aside from the findings in this investigation and suggestions made pertaining to the types of schemes that may be effective for integration in the classroom, work in the future may consider posing these same questions to members of the disciplinary community. It would be useful to ask what historians consider important schemes for novices to learn and to identify procedures for modifying critical questions to align with the practices of experts in the field of history.

A fourth area of future research relates to the specification of sustained and intensive argumentative discussion in content classrooms. Experts in classroom instruction understand that one-shot interventions that are implemented one week and gone the next have little chance of influencing the overall dynamics of what students know about certain content areas, and more importantly, the methods instructors use to communicate information in their classrooms (Lindo & Elleman, 2010). While some research proclaims the benefits of short, practical, quick-fix strategy instruction, less is known about what constitutes sustained, prolonged changes in the way students think

about history, and the length of time required to generate conceptual change in the practices and techniques teachers use to enhance students' writing and content knowledge in social studies classrooms. Reform efforts in history education have been partially successful in altering the methods teachers use to inform youth about events from the past (Monte-Sano, 2008; Wineburg, 1991; Young & Leinhardt, 1998), yet education systems as a whole require a more sustained focus on changing the ways instructors deliver social studies content, and information from the past. Therefore, it would be interesting to observe whether the novelty of argumentative discussion dissipates over time and the effects related to historical thinking remain. Future work in the field would benefit by answering these questions.

Fifth, a major limitation of this investigation was that students who were identified as having low prior content knowledge on a pre-instruction content knowledge assessment performed well below their same-aged peers who were identified as having high prior content knowledge on four out of the five posttest measures. This was true for students in both the experimental and comparison conditions. Thus, despite receiving specially designed instruction in a small group setting (teacher-student ratio of 1:7), students of various ability levels remained in their pre-instruction groupings regardless of the type of intervention they received. Researchers have recognized the role of domain-specific prior knowledge in learning to ask good, productive questions that extend beyond basic information (Scardamalia & Bereiter, 1992) and in constructing high quality arguments (von Aufschnaiter, Erduran, Osborne, & Simon, 2008). Yet, aside from how these findings align with those in the literature, we rather must consider methods,

strategies, and/or approaches to instruction that might alter the consistency of these students' outcomes.

In their study on teaching youth to ask questions and construct arguments, Chin and Osborne (2010) found that the creation of productive argumentation was associated with explicit references to the structural components of an argument. This occurred when students referred to catch phrases or words like “evidence,” “reason,” “counterargument,” and “rebuttal,” when responding to questions on an answer sheet and graphic organizer. Future work therefore may consider a direct focus on instruction that emphasizes learning these components of argumentation, or the possibility of supplementing interventions with additional instruction that targets populations most in need. Furthermore, instructional efforts may also appropriate additional time and/or personnel to bridging gaps in background knowledge. Classroom teachers might accomplish this by complementing instruction with a video that previews a historical event, allotting time to personally investigate material on the Internet, or setting aside additional instructional time to review vocabulary, existing background information, and answering basic comprehension questions in a one-to-one environment with those student who may have limited initial content knowledge. Such efforts require minimal resources and provide practical, cost-effective approaches to differentiating instruction for a wide variety of learners.

Sixth, inquiries about the quality of social studies instruction and whether certain techniques such as teaching youth to use argumentative schemes and critical questions enhances students' writing and content knowledge depends on one question: As a society, with state and federal education budgets shrinking, how much do we genuinely care

about the instructional practices used by social studies teachers in the classroom? If we are serious about learning our nations' history and improving methods for delivering instruction in social studies and history classrooms, then reform efforts by many in the field (Bain, 2006; De La Paz, 2005; Monte-Sano, 2008; Wineburg, 1991) will continue to increase and improve. Yet, if we continue to focus remediation efforts for students who struggle with reading and writing on isolated strategy instruction that removes them from the content areas, and continue to eliminate social studies instruction from elementary and middle school curriculums, we will have succeeded in forgetting the foundations in which our nation was established and the practices with which that knowledge is pieced together.

Without question, teaching students argumentative schemes and to ask critical questions have implications for future practice, but if we remove the study of history and the teachers who communicate our historical foundations from education systems, we will have achieved a great injustice, an absence of knowing who we are and where we came from.

Finally, according to Witt (1986) interventions that have a real influence on classroom practice are those that are effective, are minimally intrusive to the instructional climate, have sufficient resources, and fit the instructors' theoretical orientation. After working as a teacher for close to a decade, I strongly believe that one of the most important aspects of educational research is designing practical, applicable interventions. The results from the current study, involving a three-week intervention with 40-min of instruction per day for 15 days, suggests that this approach may meet such criteria. For example, of the six classroom teachers involved in the study, all six informally reported

that they would continue to use and recommend the methods of instruction examined in this investigation to other teachers. Furthermore, not only did teachers feel that students in both conditions learned more historical content using the examined instructional methods as compared to the status-quo, but also observed substantial improvements in students' writing skills from pretest to posttest. Thus, with minimal efforts, teachers advanced the historical knowledge as well as the literary skills of their learners and did so without drastic modifications to their existing schedule or curriculum.

APPENDIX A: PRETEST/POSTTEST MATERIALS

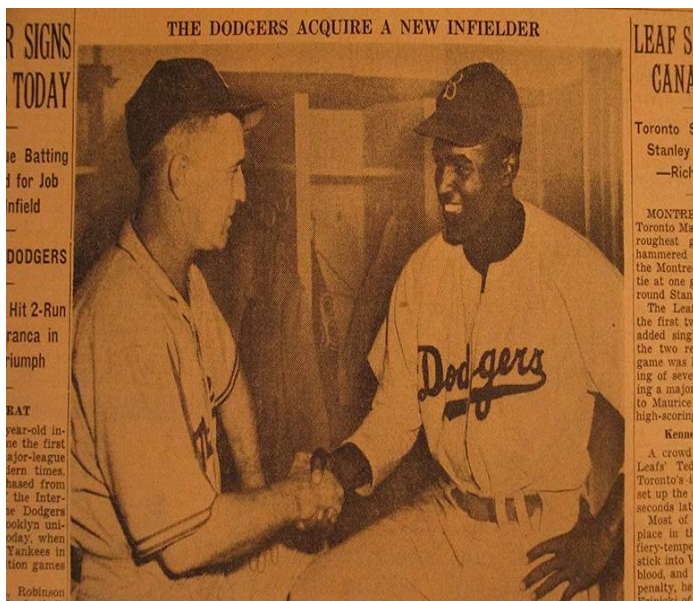
Pretest/Posttest – Version A

Name: _____ Date: _____
Teacher: _____ Mod: _____

America in the 1950's: "Happy Days" – Myth or Reality

Directions: Read the documents and develop an argument that considers both sides of the issue about America in the 1950's: A popular television show called Happy Days depicted life in America during the 1950's as lighthearted and easy. Families were intact, communities supportive, and American society filled with opportunities to prosper. However, was the characterization of American life depicted in Happy Days a Myth or Reality for "All" Americans? Support your argument with evidence from the documents.

America in the 1950's: Opportunities to Prosper



Jackie Robinson the first African American to play professional baseball shakes hands with his new manager.

Background: After the war ended, Americans were eager to get back to normal living. With renewed hope for the future, millions of young men and women married and started families. These families had so many children that the increase in birthrate from the mid-1940s through the 1950s is called the *baby boom*. The baby boom affected the United States in many ways. Almost immediately it helped bring an economic boom, as new houses and other buildings were built for the new families. Young parents needed such goods as food, clothing, and even toys for their children. As

children of the baby boom grew older, companies began to make products to sell to young buyers themselves – bikes, records, and fashions. And communities had to build more schools and hire more teachers for the swelling numbers of students.

Suburbs. Another important change was that American cities grew outward. In 1850 no city had spread much more than three to four miles from its center. That was because the main way of getting around was walking. The cities of 1950, however, sprawled miles from

their downtown areas. New methods of transportation enabled people to move out from the city center. With buses, subways, and – increasingly – cars, people could live far from where they worked or shopped. More and more often people used their new-found freedom to move outside of cities.

American Diets Improve. Between 1850 and 1950 the American diet changed greatly. If you had lived in 1850 you would have eaten meals that were neither tasty nor balanced. The daily diet of most Americans included potatoes, bread, milk, and salt beef or salt pork. During most of the year there was no way to keep dairy products fresh. So Americans got used to drinking sour milk and eating spoiled butter. In the years leading up to the 1950s, Americans began to eat a more balanced diet. Trains carried fresh foods to the cities in refrigerator cars. Food companies preserved and sold many other foods in cans and jars. Americans soon enjoyed a much more varied and tasty diet. The great variety of foods improved the Americans diet. As a result , Americans of the 1950s lived longer and healthier lives than had Americans a hundred years before.

Entertainment. By the 1950’s Americans also worked less and enjoyed much more leisure time. Americans spent this leisure time in many different ways. Movies had entertained millions of people every week. Until the end of the 1930s, movies had been in black and white. But by 1950 most movies were being made in color. The movie remained the king of entertainment. New kinds of home entertainment also became available. A growing number of Americans spent their evenings watching television. To them the television was an amazing little box that brought pictures into their living rooms. People could scarcely believe the convenience.

Shopping, Sports, and Travel. By 1950, prosperity had turned. With extra money in their pockets, millions of Americans could enjoy another leisure activity – shopping. Not far from their new homes in the suburbs were new shopping centers. There, parking lots overflowed with shoppers’ cars, as people came looking for household appliances, clothing, and other items. Americans also spent much of their newly acquired leisure time at play. Millions of Americans fished and hunted and enjoyed boating – much as people do today.

To many Americans in 1950, vacations were a time to relax at home. Yet to more than half of all Americans, a vacation meant an automobile trip. Parents and children piled into family cars and head out for state and national parks. Some people visited exciting cities like New York, New Orleans, or Los Angeles.

Source: Excerpt adapted from Our Country (1995)

Think and Write

Yet, did all Americans prosper and share in the country’s good times in the 1950s? Could all Americans afford new cars and new homes in the suburbs? And, could all

Americans enjoy the improved diet that most Americans had in the 1950s? Read the documents to find out then decide: Was the characterization of “Happy Days” in the 1950s myth or reality?

Document 1: President Eisenhower's – State of the Union Address to Congress

Head Note: *President Dwight D. Eisenhower's State of the Union Address to Congress on January 6, 1956 highlighted the increasing opportunities available to Americans in the 1950's. In postwar America, there was a new way of life characterized by automobiles, new highways systems, improved diets and life in the suburbs.*

January 5, 1956

In the past three years, the leaders of our nation have done much in building a stronger, better America. There has been broad progress in fostering the energies of our people, in providing greater opportunity for the satisfaction of their needs, and in fulfilling their demands for the strength and security of the Republic. Our country is at peace. A spiritual vigor [energy] marks our national life. Our economy is at an unmatched level of prosperity. The national income is more widely and fairly spread than ever before.

The number of Americans at work has reached an all-time high. As a people, we are achieving ever higher standards of living--earning more, producing more, consuming more, building more and investing more than ever before... All sectors of our society are sharing in these good times. Taxes have been significantly reduced. Social security has been extended to ten million more Americans and unemployment insurance to four million more. Unprecedented advances in civil rights have been made... The long-standing and deep-seated problems of our society have been forthrightly attacked.

Source: Adapted from President Eisenhower's Annual Message to the Congress on the State of the Union. January 5, 1956. The American Presidency Project.

Document 2: Statement by Anna Blanck – Vice President of Gimbel Brothers Department Store

Head Note: *The growing population spurred by the baby boom also led to a shortage of housing for many Americans. The shortage of housing increased the prices of rent, homes, and led to a slew of economic and social difficulties. Anna Blanck's 1947 testimony before a joint Congressional committee provided a look into these difficulties.*

November 12, 1947

I speak on behalf of approximately 3,000 department store workers in Gimbel Brothers, New York, department stores. Ninety-five percent of these workers earn from \$26 to \$45 a week, which puts them in the lower-income bracket. We have found numerous instances of families living doubled up in small crowded apartments with inadequate [poor] and broken down facilities.

Many young women are being forced to pay rents beyond their means...Rent and food consume practically the entire paycheck of a department store worker. Our workers are now spending at least 50 percent of their poor incomes on food, and there is no prospect of relief on food costs. They are foregoing needed medical care, adequate clothing, and occasional recreations necessary to every individual's mental health. Such conditions, added to the housing shortage, are contributing to an increasing break-down of normal family living and ways of life.

Source: Congress, *Study and Investigation of Housing: Hearings before the Joint Committee on Housing*, 80th Congress, 1st Session, Proceedings at New York, N.Y., November 10, 12, and December 29, 1947 (Washington, DC: U.S. Government Printing Office, 1948), 2894–95, 2959, 2975, 2977–78, 3022–24).

Pretest/Posttest – Version A

Name: _____ Date: _____

Teacher: _____ Mod: _____

America in the 1950’s: “Happy Days” – Myth or Reality

Directions: Read the documents and develop an argument that considers both sides of the issue about America in the 1950’s: A popular television show called Happy Days depicted life in America during the 1950’s as lighthearted and easy. Families were intact, communities supportive, and American society filled with opportunities to prosper. However, was the characterization of American life depicted in Happy Days a Myth or Reality for “All” Americans? Support your argument with evidence from the documents.

PRETEST/POSTTEST MATERIALS – VERSION B

Pretest/Posttest – Version B

Name: _____ Date: _____

Teacher: _____ Mod: _____

America in the 1950's: "Happy Days" – Myth or Reality

Directions: Read the documents and develop an argument that considers both sides of the issue about America in the 1950's: A popular television show called Happy Days depicted life in America during the 1950's as lighthearted and easy. Families were intact, communities supportive, and American society filled with opportunities to prosper. However, was the characterization of American life depicted in Happy Days a Myth or Reality for "All" Americans? Support your argument with evidence from the documents.

America in the 1950's: Opportunities to Prosper



Jackie Robinson the first African American to play professional baseball shakes hands with his new manager.

Background: After the war ended, Americans were eager to get back to normal living. With renewed hope for the future, millions of young men and women married and started families. These families had so many children that the increase in birthrate from the mid-1940s through the 1950s is called the *baby boom*. The baby boom affected the United States in many ways. Almost immediately it helped bring an economic boom, as new houses and other buildings were built for the new families. Young parents needed such goods as food, clothing, and even toys for their children. As

children of the baby boom grew older, companies began to make products to sell to young buyers themselves – bikes, records, and fashions. And communities had to build more schools and hire more teachers for the swelling numbers of students.

Suburbs. Another important change was that American cities grew outward. In 1850 no city had spread much more than three to four miles from its center. That was because the main way of getting around was walking. The cities of 1950, however, sprawled miles from

their downtown areas. New methods of transportation enabled people to move out from the city center. With buses, subways, and – increasingly – cars, people could live far from where they worked or shopped. More and more often people used their new-found freedom to move outside of cities.

American Diets Improve. Between 1850 and 1950 the American diet changed greatly. If you had lived in 1850 you would have eaten meals that were neither tasty nor balanced. The daily diet of most Americans included potatoes, bread, milk, and salt beef or salt pork. During most of the year there was no way to keep dairy products fresh. So Americans got used to drinking sour milk and eating spoiled butter. In the years leading up to the 1950s, Americans began to eat a more balanced diet. Trains carried fresh foods to the cities in refrigerator cars. Food companies preserved and sold many other foods in cans and jars. Americans soon enjoyed a much more varied and tasty diet. The great variety of foods improved the Americans diet. As a result , Americans of the 1950s lived longer and healthier lives than had Americans a hundred years before.

Entertainment. By the 1950’s Americans also worked less and enjoyed much more leisure time. Americans spent this leisure time in many different ways. Movies had entertained millions of people every week. Until the end of the 1930s, movies had been in black and white. But by 1950 most movies were being made in color. The movie remained the king of entertainment. New kinds of home entertainment also became available. A growing number of Americans spent their evenings watching television. To them the television was an amazing little box that brought pictures into their living rooms. People could scarcely believe the convenience.

Shopping, Sports, and Travel. By 1950, prosperity had turned. With extra money in their pockets, millions of Americans could enjoy another leisure activity – shopping. Not far from their new homes in the suburbs were new shopping centers. There, parking lots overflowed with shoppers’ cars, as people came looking for household appliances, clothing, and other items. Americans also spent much of their newly acquired leisure time at play. Millions of Americans fished and hunted and enjoyed boating – much as people do today.

To many Americans in 1950, vacations were a time to relax at home. Yet to more than half of all Americans, a vacation meant an automobile trip. Parents and children piled into family cars and head out for state and national parks. Some people visited exciting cities like New York, New Orleans, or Los Angeles.

Source: Excerpt adapted from Our Country (1995)

Think and Write

Yet, did all Americans prosper and share in the country’s good times in the 1950s? Could all Americans afford new cars and new homes in the suburbs? And, could all

Americans enjoy the improved diet that most Americans had in the 1950s? Read the documents to find out then decide: Was the characterization of “Happy Days” in the 1950s myth or reality?

Document 1: President Truman's Farewell Address to the American People

Head Note: *After taking over for President Roosevelt, one of the longest serving and most popular Presidents in American history, Harry S. Truman was faced with several monumental tasks. Although history will mostly remember Truman for dropping the Atomic Bomb on Japan and the start of the Cold War, in conjunction with the era in which he came to power in, it was said that many of Truman's policies helped lead America to greater prosperity and growth. The following is an excerpt from his 1953 farewell speech to the American people.*

January 15, 1953

In speaking to you tonight, I have no new surprises to make--no political statements--no policy announcements. There are simply a few things in my heart that I want to say to you. ... One of them is that we in America have learned how to attain real prosperity for our people.

We have 62 1/2 million people at work. Businessmen, farmers, laborers, white-collar people, all have better incomes and more of the good things of life than ever before in the history of the world. The income of our people has been fairly spread, perhaps more so than at any other time in recent history. We have made progress in spreading the blessings of American life to all of our people. There has been a tremendous awakening of the American conscience on the great issues of civil rights--equal economic opportunities, equal rights of citizenship, and equal educational opportunities for all our people, whatever their race or religion or status of birth.

... Those are the big things. Those are the things we have done together. For that I shall be grateful, always.

Source: Adapted from President Harry Truman's Farewell Address to the American People, Harry S. Truman Library and Museum.

Document 2: Article written by Journalist Ches Washington

Head Note: *In early 1960 Ches Washington the L.A. based journalist for a national newspaper called the New Pittsburgh Courier reported on living conditions in Las Vegas, Nevada where black residents were segregated on the Westside. Washington recounts the failure of the Moulin Rouge, the celebrated integrated casino that opened and closed in 1955.*

Race Bias Shocking in Las Vegas

LOS ANGELES -- In contrast with the democratic attitudes typical of our town [Los Angeles, California], nearby Las Vegas, Nevada is a virtual rat-hole of racial prejudice... Blacks are not welcomed into the famous night spots on the Strip, they have very little representation in city government -- although they pay taxes -- and most of the streets in their West Side area are unpaved, dusty and neglected. Moreover, housing for the masses of minorities in that section [of Las Vegas] is generally deplorable [awful] and way below par.

MANY times we have been asked by Easterners why the much-talked about Moulin Rouge night club failed. The answer is simple: Most of those in the know realized...that the living conditions of Blacks there were at a low ebb and that prejudice was at an all-time high. So they just passed up the whole city of Vegas and the Moulin Rouge died a natural death. Several years ago I spoke in Vegas at a public meeting celebrating Black History Week. But I wasn't very popular with the city officials present when I condemned the deplorable condition of the streets and housing in the West Side area...

Source: Adapted from Ches Washington's article in the New Pittsburgh Courier, Las Vegas, NV April, 1955: An Unconventional History – PBS's American Experience

APPENDIX C: DOCUMENT SET – INVESTIGATION ONE

Investigation One: Indian Removal

Name: _____

Date: _____

Teacher: _____

Mod: _____

Indian Removal: Did the United States government have a right to remove the Cherokee Indians from their lands?

Directions: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson’s policy. Use your historical imagination to put yourself in the state of Georgia in the decade from the late 1820s to the late 1830s. Write an essay in response to this question. **Did the United States government have a right to remove the Cherokee Indians from their land?** Support your opinion with facts from the readings.

Summary of the Indian Removal



A cartoon released in 1830 depicting Andrew Jackson removing Indians from their homelands.

Background: The policy toward the Indians started by George Washington was maintained through President John Quincy Adams’s administration up to 1828. This policy can be summarized as encouraging assimilation [integrating into white society]. The feeling was that as white methods of agriculture were transmitted to Indians they would give up their traditional practices and their claims to status as separate political groups. However, this policy changed when Andrew Jackson was elected President.

On May 28, 1830, congress passed the Indian Removal Bill, allowing the United States to make treaties with all the tribes east of the Mississippi to give up their lands in exchange for homes in the West. One by one, Indian bands found themselves forced to move from their homes – Ottawa, Shawnee, and Potawatomi, Sac and Fox, Miami and Kickapoo.

The Cherokee, living on 40,000 acres in the heart of Georgia, tried to resist Removal by legal means. In 1832, the Cherokees took their case to the U.S. Supreme Court and won a partial victory. Chief Justice John Marshall agreed that Georgia laws had violated federal treaties and could not take their land. Andrew Jackson refused to provide federal backing to support the ruling. He reportedly proclaimed, “John Marshall has made his decision; now let him enforce it.”

The Present policy of the Government, Jackson believed, “is only a continuation of earlier efforts. The tribes which occupied the land now call the Eastern States were wiped out and have melted away to make room for the whites... We now propose to acquire land occupied by the red man of the South and West by a fair exchange, and, at the expense of the United States, to send them to places where their existence may perhaps be made permanent. Without a doubt, it will be painful for them to leave the graves of their fathers, but can we believe that the wandering savage has a stronger attachment to his home than our ancestors did? To better their condition in an unknown land our forefathers left all that was dear in earthly objects... How many thousands of our own people would gladly embrace the opportunity to move West on such conditions! If the offer made to the Indians were extended to them, they would be hailed with gratitude and joy.”

Source: Excerpt adapted from *Our Country* (1995)

Document 1: President Jackson's First Annual Message to Congress

Head Note: Andrew Jackson believed that the growth of farming was the key to the success of the United States. However, with the population rising many settlers had to move farther west onto lands that were already occupied by Native Americans. Because whites grew crops and built communities, while Indians mostly hunted, Jackson believed there was no doubt about who would make better use of the lands. Jackson also predicted that Indians would suffer from contact with these land-hungry whites. Therefore, it was in their best interest to move west of the Mississippi River. The following excerpt is taken from Jackson's first annual message to Congress before the passage of the Indian Removal Act of 1830.

The Indians have no right to the tracts of country [land] on which they have neither dwelt [lived] nor made improvements, merely because they have seen them from the mountain top... Furthermore, their inability to adopt white agricultural methods quickly would doom them to weakness and decay... The game [animals] is disappearing among you, and you must depend upon agriculture and the mechanic arts [having jobs] for support... How, under these circumstances, can you live in the country you now occupy?

Rightly considered, the policy of the US Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

Source: James D. Richardson, ed., *A Compilation of the Messages and Papers of the Presidents* (Washington, DC: Government Printing Office, 1896), vol. 2, pp. 519-520.

Document 2: Statements of the Missionaries

Head Note: *Many white American missionaries worked side-by-side with the Cherokee Indians in Georgia. These missionaries reported to the rest of the country the Cherokee Nation's vast efforts to assimilate and adopt the ways of white settlers. The following is an excerpt from a Georgia newspaper.*

When we say that the Cherokees are rapidly advancing in civilization [making progress as a people], we speak of them as a body. There are very different degrees of improvements...but we do not believe there is a family in the nation, which has not in a measure felt the change. Here a few particulars:

The land is cultivated with very different degrees of industry, but... few fail [to provide] an adequate supply of food. The ground is uniformly cultivated by means of the plough [plow], and not, as formerly, by the hoe only.

At this time many of the Cherokees are dressed as well as the whites around them, and of most of them the manner of dress is basically the same. The Cherokee women generally manufacture adequate cloth. Many families raise their own cotton [and] make a great part of their clothing.

The dwellings of the mass of the Cherokees are comfortable log cabins...Many of the houses in the nation are decent two story buildings, and some are elegant...

In all of our statements we [missionaries] have tried to avoid every degree of exaggeration. To us it appears that the Cherokees are in a course of improvement, which promises to place them at no distant period, nearly on a level with their white brethren [brothers].

Source: The Missionary Herald, *Stone Mountain*, Georgia, 1831

APPENDIX D: DOCUMENT SET – INVESTIGATION TWO

Investigation Two: Mexican American War

Name: _____ Date: _____

Teacher: _____ Mod: _____

Mexican American War

Directions: Read the documents and develop an argument that considers both sides of the topic. The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

The United States and Mexico Go to War



Conflict with Mexico. By the 1840s many Americans were saying that all of Mexico's territory in the present day southwestern United States should become a part of the United States. Most Americans felt it was clear that it was the country's destiny to grow. President James K. Polk agreed with those Americans. In 1846, President Polk offered to buy California and New Mexico from Mexico. The Mexican government, however, refused to sell this land. In the end the United States gained both of these territories, and more, as a result of war. The war didn't start

over California and Mexico, however. It started over a quarrel about the border between Texas and Mexico. Mexico said the border was the Nueces (noo AY says) River. The United States said the border was farther south, at the Rio Grande (Ree-oh grand). This meant that both the United States and Mexico claimed the land between these two rivers.

War. In 1846, President Polk sent United States troops into the territory that both countries claimed. Polk's move outraged the Mexican government. A clash followed and both Mexican and American soldiers were killed. Shortly thereafter, President Polk

told Congress “American blood has been shed on American soil.” He asked Congress to declare war on Mexico. Congress did so.

Document 1: President James K. Polk, Message on War with Mexico

Head Note: *President James Polk believed very strongly that it was the countries destiny to expand and grow. When Mexico refused his offer to buy the Mexican territory, Polk sent General Zachary Taylor south to the Rio Grande. Eventually there was a small skirmish between the two parties and men from both sides were killed. President Polk asked Congress to declare war.*

May 11, 1846

“We have tried every effort at reconciliation. Our cup of forbearance [patience] had been exhausted even before the recent information from the frontier...But now, after reiterating menaces [continual threats], Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American Soil. She has proclaimed that hostilities have commenced, and that the two nations are now at war.

As war exists, and, notwithstanding, all our efforts to avoid it exist by the act of Mexico herself. We are called upon by every consideration of duty and patriotism to defend with decision the honor, the rights, and the interests of our country... In further defense of our rights and defense of our territory, I invoke the prompt action of Congress to recognize the existence of war...”

Source: Excerpt adapted from *Our Country* (1995)

Document 2: Statement by Representative Joshua Giddings

Head Note: *After President Polk's message, Congress moved forward with a vote to further engage Mexico through war. Representative Joshua Giddings of Ohio voted against Polk's actions suggesting that a war with Mexico was unjust. The following are an excerpt of his statements.*

May 11, 1846

“This war is waged against an unoffending people, without just or adequate cause; for the purpose of conquest; with the design to extend slavery; in violation of the Constitution, against the dictates [ideals] of justice and humanity, the sentiments of the age in which we live, and the precepts [rules] of the religion we profess.

I will not bathe my hands in the blood of the people of Mexico, nor will I participate in the guilt of those murderers which have been, and which will hereafter be, committed by our army here. For these reasons I shall vote against the bill under consideration, and all others calculated to support this war.”

Source: Excerpt adapted from *Our Country* (1995).

APPENDIX E: DOCUMENT SET – INVESTIGATION THREE

Investigation Three: The Gulf of Tonkin Incident

Name: _____ Date: _____

Teacher: _____ Mod: _____

Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?

Directions: Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: **If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident?** Use evidence from the documents to support your argument.

Summary of the Gulf of Tonkin Incident and Resolution



President Johnson delivers his Midnight Address on the Gulf of Tonkin Incident in Vietnam August 4, 1964

Background: On August 5, 1964 President Lyndon Johnson announced to the American people that twice in two days the North Vietnamese had attacked United States warships in the Gulf of Tonkin. Johnson stated that by engaging in these attacks the North Vietnamese displayed aggression towards the United States. US Secretary of Defense Robert McNamara reported that the evidence of both attacks was unquestionable and had been unprovoked. Although many US officials warned against a direct

military response, President Johnson used the Gulf of Tonkin Incident to convince the American public along with Congress to pursue military action against North Vietnam. On August 7th Congress passed the Gulf of Tonkin Resolution. The resolution granted President Johnson the power to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression in the region.

Source: Excerpt adapted from Wikipedia.com.

Document 1: President Johnson's Address to Congress

Head Note: *On August 4, 1964, President Lyndon Johnson delivered his Midnight Address on the Gulf of Tonkin Incident. President Johnson informed the nation that North Vietnamese military vessels had attacked American ships while they patrolled the Gulf of Tonkin. These attacks occurred on two separate occasions. Johnson believed these attacks were deliberate and required an immediate military response. The following is an excerpt from Johnson's midnight address.*

August 5, 1964

Last night I announced to the American people that the North Vietnamese regime [government] had conducted further deliberate attacks against U.S. naval vessel. The latest actions of the North Vietnamese have given a new and grave turn to the already serious situation in Southeast Asia. In recent months, these actions have become steadily more threatening. The issue [at hand] is the future of Southeast Asia as a whole. A threat to any nation in that region is a threat...to us.

This is not just a jungle war, but a struggle for freedom on every front. The North Vietnamese regime is conducting a campaign of subversion [rebellion], which includes the training, and supply of personnel and arms for the conduct of guerrilla warfare in South Vietnam. I should now ask the Congress to join in affirming the national determination that all such attacks will be met, and that the United States will continue in its basic policy of assisting the free nations of the area to defend their freedom.

Source: Excerpt adapted from President Johnson's speech to the American public on August 5, 1964.

Document 2: Statement by Senator Wayne Morse

Head Note: *Senator Wayne Morse was one of the two Senators in Congress to vote against the Gulf of Tonkin Resolution. The resolution gave President Johnson the power to send troops to Vietnam without approval from Congress. Senator Morse suspected that the American public, nor government officials, were being told the entire truth about the Gulf of Tonkin Incident. As a result, Morse wanted to handle the situation more diplomatically [without force], rather than risk young American lives in a battle half-way across the world. The following excerpt came from an interview with Senator Morse.*

August 7, 1964

Our government has no right to send American boys to their death in any battlefield without a declaration of war. And no war has been declared in Southeast Asia...until a war is declared it is unconstitutional to send American boys to their death in South Vietnam. I don't know why we think, just because we are mighty, that we have the right to try to substitute might for right.

Since when do we have to back our President...when the president is proposing an unconstitutional act? I want to warn him I'm not giving him a blank check. This doesn't mean that the president can go ahead and send additional troops over there without consulting us [Congress]...I most respectfully said that's just nonsense. I have complete faith in the ability of the American people to follow the facts if you'll give them. My charge against my government is we're not giving the American people the facts.

Source: Excerpt adapted from Senator Wayne Morse's interview with Phillip Babich from the National Radio Project on August 7, 1964.

Investigation Three: The Gulf of Tonkin Incident

Name: _____ Date: _____

Teacher: _____ Mod: _____

Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?

Directions: Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: **If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident?** Use evidence from the documents to support your argument.

APPENDIX F: EXPERIMENTAL CONDITION: LESSON PLANS – INV.ONE

Investigation One - Day 1: Background Information (40-minutes)

Learning Objective: (Powerpoint – Slide 2)

Learn relevant background information about the Indian Removal

- a) *Events that shaped the historical controversy*
- b) *Context for Indian Removal*
- c) *Why Indian Removal was considered*
- d) *Decision by the US Supreme Court*
- e) *Jackson's belief about Indian Removal*

Materials:

- Indian Removal – packet of materials (background document)
 - Investigation 1 – Powerpoint (slides 1 – 4)
-

(I) INTRODUCTION: ENGAGING IN HIST. ARGUMENTS (Slide 3)

Overview: Explain to students that over the next week they are going to engage in a historical argument about the topic of Indian Removal. They will use the mnemonic DARE to assist them in constructing an argument. Within this argument they will be expected to:

- Develop a stance about the historical controversy
- Add facts and evidence from documents to support that stance
- Rebut arguments from the other-side by:
 - I. Identifying the other-sides stance (AND)
 - II. Using evidence to highlight its weaknesses
- End by restating your stance on the historical controversy

(II) THE HISTORICAL QUESTION (Slide 4)

Overview: Introduce the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson's policy. Use your historical imagination to put yourself in the state of Georgia in the decade from the late 1820s to the late 1830s. **Did the United States government have a right to remove the Cherokee Indians from their land?**

(III) BACKGROUND INFORMATION (Slide 5)

Overview: Read the background content to the classroom (separate out what they are supposed to know) and highlight the following 5 points in the background information:

- Characters and events that shaped the attitudes towards Indians - the importance of agriculture and developing agricultural techniques, and the proposed prosperity of the nation.
- Context for Indian Removal - discuss why it was believed that Indians living on these lands in Georgia should be forced to move (i.e., Why Indian Removal was considered).
- Decision by the US Supreme Court - John Marshall stating that Georgia laws had violated federal treaties and could not force Indians from their lands.
- President Jackson's response to Marshall's ruling and his Beliefs about Indian Removal.

(IV) DEBRIEFING DAY 1 – BACKGROUND (Slide 6)

- Return to Powerpoint slide 3 and review the outline for constructing a historical argument?
- Review the historical question (AND)
- Ask students to discuss why Indian Removal was a controversial historical topic?

Investigation One - Day 2: Reading Primary Source Documents (40-minutes)

Learning Objective: (Powerpoint - Slide 8)

Prepare for historical arguments by examining the two primary source documents

- a) *Document 1: President Jackson's First Annual Message to Congress*
- b) *Document 2: Statements from the Missionaries*

Materials:

- Indian Removal – packet of materials (Document 1 and 2)
 - Overhead projector and markers
-

(I) READING FROM PRIMARY SOURCE DOCUMENTS: OVERVIEW (Slide 9)

Due to students' lack of familiarity with using primary source documents, overview what primary source documents are and the purpose for using these materials to enhance historical understanding.

Overview: Explain to students that we figure out answers to questions in history by looking at the documents or artifacts that have been left behind. These sources are referred to as primary sources because they were created by people who were living during the specific time period we are studying (i.e., Indian Removal).

- Each document will include:
 - i. A “Head Note”—Like an introduction, gives background and overview
 - ii. A “Source” line or attribution—Gives information about who created the document and when
 - iii. The text itself—What the author created that give us clues to the past.

(II) THE HISTORICAL QUESTION (Slide 10)

Overview: Re-introduce the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson's policy. Lets read the documents and decide: **Did the United States government have a right to remove the Cherokee Indians from their land?**

(III) READ DOCUMENT 1: Andrew Jackson's Message to Congress (Slide 11)

Overview: Place Document 1: President Jackson's First Annual Message to Congress on the overhead projector and read it aloud to the students.

Classroom Activity:

- Use the overhead to make your reading visible. Demonstrate to students how to identify the “Head Note, the Source, and the Author information.” Discuss the meaning of the document and physically highlight reasons for Andrew Jackson’s argument position on the overhead.
- Encourage students to actively read along with the teacher in their document packets and think about why Jackson believed the United States had a right to remove Indians.

(IV) EXAMINING DOCUMENTS 2: Statements of the Missionaries (Slide 11)

Overview: Place Document 2: Statements of the Missionaries on the overhead projector and read it aloud to the students.

Classroom Activity:

- Similarly, use the overhead to make your reading visible. Identify the same features that you had in Document 1. Discuss the meaning of the document and ask students to think about reasons in the document why the United States had no right to remove the Indians.

(V) DEBRIEFING DAY 2 – READING PRIMARY SOURCE DOCUMENTS (Slide 12)

- Ask students to define what primary sources are and to describe how they can be used to answer the historical question?
- Review several of the reasons why Jackson believed it was right, and the missionaries not-right to remove the Indians from their lands.

Investigation One - Day 3: Engaging in Argumentative Discussion (40-minutes)

***On day 3 students will break-up into groups of 5 to 7 students in order to engage in small-group argumentative discussions.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Introduce students to discussion packets (terms and vocabulary)*
- b) *Discuss argument stratagems and highlight the questions that accompany each stratagem*
- c) *Use Documents 1 and complete discussion packets*
- d) *Participate in structured argumentative discussions*

Materials:

- Indian Removal – packet of materials (Document 1)
 - Discussion packets (Argumentative Schemes & Questions)
 - White boards
-

(I) THE HISTORICAL QUESTION

Overview: Re-introduce the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson’s policy. Lets read the documents and decide: **Did the United States government have a right to remove the Cherokee Indians from their land?**

(II) USING ARGUMENT STRATEGEMS AND QUESTIONS TO SHARPEN ARGUMENTS: INTRODUCTION

Overview: Review the **DARE** mnemonic with students. Highlight that students must **Develop** a stance about the historical controversy. After they have developed a stance, they must **Add** evidence from the documents to support their standpoint.

Guiding Question:

- Ask students to identify several facts/evidence from Document 1 that supports the argument stating that the US government had a right to remove the Indians from their land. (*List the identified facts on the whiteboard*)
- After highlighting these points, discuss why it is important to ask critical questions about the document and the author. A key component of developing historical arguments is: (a) identifying the author’s stance in the arguments and

(b) using critical questions to highlight strengths and/or weaknesses in the author's argument.

- Remind students that the purpose of teaching them argumentative schemes and to ask critical questions is to teach them how to highlight strengths and/or weaknesses in the author's arguments (Walton et al., 2008). We can then use these to **Rebut** other-side arguments.

(III) ARGUMENT FROM EXPERT OPINION

Overview: Tell students that the *Argument from Expert Opinion* examines whether the author of the document is an expert on the historical topic. Also point-out that the Argument from Expert Opinion questions the reliability of the author's statements. In other words, can we count on what he/she is saying or is there some reason you would question their honesty in the matter.

Offer an example of what it means to be reliable (i.e., trustworthy, believable, honest).

Guiding Questions:

- Look at Documents 1 and ask students if they think Andrew Jackson is a reliable source? **Open the question up to discussion.**
- Similarly, ask students if they think both Jackson's statements may be biased? If students are unsure about the term bias – point out that individuals' who are biased show favoritism toward a position, person, or situation.

For example, you might pose the question to students: would President Jackson have any reason to mislead people about the practices in Indian settlements? **Open the question up to discussion.**

- As students offer feedback, note some of the details students bring up on the whiteboard and have students fill-out questions 1 and 2 in their packets.

(IV) ARGUMENT FROM CONSEQUENCES

Overview: In much the same way, tell students that the *Argument from Consequences* scheme asks them to think about both the positive and negative consequences of the proposed action. In other words, if the US Government follows through with Indian Removal, what are the likely consequences of these actions?

Guiding Questions:

- Ask students to look at the documents and consider one or two possible consequences (both positive and negative that may result from Indian Removal)? **Open the question up to discussion.**

Example:

Positive	Negative
If Indians are removed, they may relocate to a land where their existence may be extended and improved.	Indians might be injured or killed traveling across the country to a land that is undeveloped and uninhabited.
Indians would not have to adopt the oppressive practices of white settlers.	Indians would be forced to leave behind both the lands and graves of their forefathers.
White settlers could farm and develop the land making it more prosperous and financially beneficial.	

- Prompt students to complete questions 3 and 4 in their packets during the discussions.

(V) ARGUMENT FROM RULE

Overview: Lastly, introduce students to the *Argument from Rule* stratagem and the critical questions that accompany this schema. Tell students that the Argument from Rule stratagem asks two major questions: (1) is there a rule in place that would require certain actions to be carried out. Similarly, the Argument from Rule also asks: (2) if there is an exception to the rule already in place. In short, are there circumstances where the rule would or should not apply? For example, with the Indian Removal, are there circumstances where Indian Removal should not apply?

Guiding Questions:

- Ask students to examine the documents to see if there is a rule in place that requires the Indians to move from their lands? **Open the question up to discussion.**
- Similarly, ask students if they believe there is an exception to the rule in these circumstances. In other words, considering the authors, and or consequences do you believe there are circumstances where this rule should not apply? Have the students look at the documents. (**Prompt them to think about the Supreme Court Ruling and Chief Justice Marshall’s statements in Georgia.**)
- Prompt students to fill-out the responses for questions 5 and 6 in their packets both during and after the discussions.

(VI) DEBRIEFING DAY 3 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Point-out to students that it is important to **Develop** a stance about an argument and to **Add** facts/evidence from the documents to support that stance.
- However, highlight that it is equally important to **Rebut** other-side arguments
- Learning argument schemes and asking critical questions can help strengthen your arguments by highlighting weaknesses in other-side arguments.

Investigation One - Day 4: Engaging in Argumentative Discussion (40-minutes)

***On day 4 students will remain in groups of 5 to 7 students in order to continue in small-group argumentative discussions.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Re-introduce students to discussion packets (terms and vocabulary)*
- b) *Discuss argument stratagems and highlight the questions that accompany each stratagem*
- c) *Use Documents 2 and complete discussion packets*
- d) *Participate in structured argumentative discussions*

Materials:

- Indian Removal – packet of materials (Document 2)
 - Discussion packets (Argumentative Schemes & Questions)
 - White boards
-

(I) THE HISTORICAL QUESTION

Overview: Re-introduce the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson’s policy. Lets read the documents and decide: **Did the United States government have a right to remove the Cherokee Indians from their land?**

(II) USING ARGUMENT STRATEGEMS AND QUESTIONS TO SHARPEN ARGUMENTS: INTRODUCTION

Overview: Review the **DARE** mnemonic with students. Highlight that students must **Develop** a stance about the historical controversy. After they have developed a stance, they must **Add** evidence from the documents to support their standpoint.

Guiding Question:

- Ask the students to identify several facts/evidence from Document 2 that supports the argument stating that the US government did not have a right to remove the Indians from their land. (*List the identified facts on the whiteboard*)
- After highlighting these points, discuss why it is important to ask critical questions about the document and the author. A key component of developing historical arguments is: (a) identifying the author’s stance in the arguments and (b) using critical questions to highlight strengths and/or weaknesses in the author’s argument.

- Remind students that the purpose of teaching them argumentative schemes and to ask critical questions is teach them how to highlight strengths and/or weaknesses in the author’s arguments (Walton et al., 2008). We can then use these to **Rebut** other-side arguments.

(III) ARGUMENT FROM EXPERT OPINION

Overview: Review with students that the *Argument from Expert Opinion* examines whether the author of the document is an expert on the historical topic. In other words, can we count on what he/she is saying or is there some reason you would question their honesty in the matter.

Guiding Questions:

- Look at Documents 2 and ask students if they think the Missionaries are reliable sources? **Open the question up to discussion.**
- Similarly, ask students if they think the Missionaries’ statements may be biased? If students are unsure about the term bias – point out that individuals’ who are biased show favoritism toward a position, person, or situation.

For example, you might pose the question to students: would the Missionaries have any reason to mislead people about the advancements in the Indian settlements? **Open the question up to discussion.**

- As students offer feedback, note some of the details students bring up on the whiteboard and have students fill-out questions 1 and 2 in their packets.

(IV) ARGUMENT FROM CONSEQUENCES

Overview: Remember, the *Argument from Consequences* scheme asks us to think about both the positive and negative consequences of the proposed action. In other words, if the US Government follows through with Indian Removal, what are the likely consequences of these actions?

Guiding Questions:

- Ask students to look at the documents and consider one or two possible consequences (both positive and negative that may result from Indian Removal)? **Open the question up to discussion.**

Example:

Positive	Negative
If Indians are removed, they may relocate to a land where their existence may be extended and improved.	Indians might be injured or killed traveling across the country to a land that is undeveloped and uninhabited.

Indians would not have to adopt the oppressive practices of white settlers.

White settlers could farm and develop the land making it more prosperous and financially beneficial

Indians would be forced to leave behind both the lands and graves of their forefathers.

- Prompt students to complete questions 3 and 4 in their packets during the discussions.

(V) ARGUMENT FROM RULE

Overview: Lastly, think about the *Argument from Rule* stratagem and the critical questions that accompany this schema. Remember, the Argument from Rule stratagem asks two major questions: (1) is there a rule in place that would require certain actions to be carried out. Similarly, the Argument from Rule also asks: (2) if there is an exception to the rule already in place. In short, are there circumstances where the rule would or should not apply? For example, with the Indian Removal, are there circumstances where Indian Removal should not apply?

Guiding Questions:

- Ask students to examine the documents to see if there is a rule in place that requires the Indians to move from their lands? **Open the question up to discussion.**
- Similarly, ask students if they believe there is an exception to the rule in these circumstances. In other words, considering the authors, and or consequences do you believe there are circumstances where this rule should not apply? Have the students look at the documents. (**Prompt them to think about the Supreme Court Ruling and Chief Justice Marshall's statements in Georgia.**)
- Prompt students to fill-out the responses for questions 5 and 6 in their packets both during and after the discussions.

(VI) DEBRIEFING DAY 3 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Point-out to students that it is important to **Develop** a stance about an argument and to **Add** facts/evidence from the documents to support that stance.
- However, highlight that it is equally important to **Rebut** other-side arguments
- Learning argument schemes and asking critical questions can help strengthen your arguments by highlighting weaknesses in other-side arguments.

Investigation One - Day 5: Writing an Argument Essay (40 – minutes)

Learning Objective: (Slide 14)

Constructing a written response to the historical question

- a) *Overview of the Writing Assignment*
- b) *DARE to Take a Stance*
- c) *Writing an Argument Essay*
- d) *Reflection*

Materials:

- Student packets – Investigation One
 - Group discussion questions
 - Argumentative schemes & Critical Questions worksheet
 - Guidelines for Writing a Historical Argument checklist
-

(I) OVERVIEW OF THE WRITING ASSIGNMENT:

Teacher: Tell students that today they are going to construct a written response to the historical question: **Did the United States government have a right to remove the Cherokee Indians from their land?** Communicate to students that they should use the following three items from the past week of instruction to construct their essays:

- Student packets – Background Information, and Documents 1 and 2
- Guided Discussion Packets
- Argumentative Schemes and Critical Questions worksheet

(II) DARE TO TAKE A STANCE (Slide 15)

Teacher: Students should also be reminded that good writers DARE to take a stance on the historical topic. Be sure to review the Guidelines for Writing a Historical Argument checklist. Tell students that when writing your essay:

- Develop a stance
- Add evidence to support your stance
- Rebut arguments from the other-side (AND)
- End by restating your stance

(III) WRITING AN ARGUMENTATIVE ESSAY (Slide 16)

Teacher: Now ask students to compose their own essay. Direct students to use the documents they were provided, and to follow the writing guides they were given. Help students pace themselves to complete the assigned paragraphs. If some students are

working more slowly than the rest of the class, invite them to continue writing as you start a discussion with the majority who will have finished.

(IV) REFLECTION (Slide 17)

Summarizing the topic - Ask students to talk about what they accomplished in Investigation One in pairs or small groups:

- (1) What do you feel most confident about?
- (2) What part of this process do you like most?
- (3) What do you feel is missing?

APPENDIX G: EXPERIMENTAL CONDITION: LESSON PLANS – INV.TWO

Investigation Two - Day 1: Background Information (40-minutes)

Learning Objective: (Powerpoint – Slide 2)

Learn relevant background information about the Mexican American War

- a) *Events that shaped the historical controversy*
- b) *Context for Mexican American War*
- c) *Manifest Destiny*
- d) *Conflict between US and Mexican troops at the border*
- e) *Congress Decision to support President Polk*

Materials:

- Mexican American War – packet of materials (background document)
 - Investigation 2 – Powerpoint (slides 1 – 4)
-

(I) INTRODUCTION: ENGAGING IN HIST. ARGUMENTS (Slide 3)

Overview: Explain to students that over the next week they are going to engage in another historical argument about the Mexican American War. They will continue to use the mnemonic DARE to assist them in constructing an argument. Within this argument they will be expected to:

- Develop a stance about the historical controversy
- Add facts and evidence from documents to support that stance
- Rebut arguments from the other-side by:
 - III. Identifying the other-sides stance (AND)
 - IV. Using evidence to highlight its weaknesses
- End by restating your stance on the historical controversy

(II) THE HISTORICAL QUESTION (Slide 4)

Overview: Introduce the historical question to students: The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

(III) BACKGROUND INFORMATION (Slide 5)

Overview: Read the background content to the classroom (separate out what they are supposed to know) and highlight the following 5 points in the background information:

- *Events that Shaped the Historical Controversy* – As the United States continued to grow into what is now the present day southwestern portion of the United States (i.e., Texas, New Mexico, Nevada, California), many in the US believed this territory should be claimed for its expansion. This belief was referred to as *Manifest Destiny*.
- *President Polk's offer to the Mexican Government* – In 1846, President Polk agreed with the many Americans who believed it was their destiny to grow and offered to buy California and New Mexico from Mexico – Mexico refused the offer.
- *Dispute over the Border* – After a dispute about the border in modern day Texas (Refer to Map) President Polk sent troops to the region both countries claimed. Polk's move outraged the Mexican Government and a clash between the two sides followed.
- War - Shortly thereafter, President Polk told Congress “American blood has been shed on American soil.” He asked Congress to declare war on Mexico. Congress did so.

(IV) DEBRIEFING DAY 1 – BACKGROUND (Slide 6)

- Return to Powerpoint slide 3 and review the outline for constructing a historical argument?
- Review the historical question (AND)
- Ask students to discuss why the Mexican American War was a controversial historical topic?

Investigation Two - Day 2: Reading Primary Source Documents (40-minutes)

Learning Objective: (Powerpoint - Slide 8)

Prepare for historical arguments by examining the two primary source documents

- a) *Document 1: President James Polk's Message on War with Mexico*
- b) *Document 2: Statement by Representative Joshua Giddings*

Materials:

- Mexican American War – packet of materials (Document 1 and 2)
 - Overhead projector and markers
-

(I) READING FROM PRIMARY SOURCE DOCUMENTS: OVERVIEW (Slide 9)

Overview: Review with students that we figure out answers to questions in history by looking at the documents or artifacts that have been left behind. These sources are referred to as primary sources because they were created by people who were living during the specific time period we are studying (i.e., The Mexican American War).

- Each document will include:
 - i. A “Head Note”—Like an introduction, gives background and overview
 - ii. A “Source” line or attribution—Gives information about who created the document and when
 - iii. The text itself—What the author created that give us clues to the past.

(II) THE HISTORICAL QUESTION (Slide 10)

Overview: Reintroduce the historical question to students: The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

(III) READ DOCUMENT 1: President Polk's Message on War (Slide 11)

Overview: Place Document 1: President James K. Polk's Message on War with Mexico on the overhead projector and read it aloud to the students.

Classroom Activity:

- Use the overhead to make your reading visible. Demonstrate to students how to identify the “Head Note, the Source, and the Author information.”

- Encourage students to actively read along with the teacher in their document packets and think about why Polk believed the United States had a reasonable argument for going to war with Mexico.

(IV) EXAMINING DOCUMENTS 2: Statement by Representative Giddings (Slide 11)

Overview: Place Document 2: Statement by Representative Joshua Giddings on the overhead projector and read it aloud to the students.

Classroom Activity:

- Similarly, use the overhead to make your reading visible. Identify the same features that you had in Document 1. Discuss the document and ask students to think about reasons in the document why the United States Government had an unreasonable argument for going to war with Mexico.

(V) DEBRIEFING DAY 2 – READING PRIMARY SOURCE DOCUMENTS (Slide 12)

- Ask students to define what primary sources are and to describe how they can be used to answer the historical question?
- Review several of the reasons why Polk believed it was reasonable, and the Representative Giddings unreasonable to go to war with Mexico.

Investigation Two - Day 3: Engaging in Argumentative Discussion (40-minutes)

***On day 3 students will break-up into groups of 5 to 7 students in order to engage in small-group argumentative discussions.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Introduce students to discussion packets (terms and vocabulary)*
- b) *Discuss argument stratagems and highlight the questions that accompany each stratagem*
- c) *Use Documents 1 and complete discussion packets*
- d) *Participate in structured argumentative discussions*

Materials:

- Mexican American War – packet of materials (Document 1)
 - Discussion packets (Argumentative Schemes & Questions)
 - White boards
-

(I) THE HISTORICAL QUESTION

Overview: Re-introduce the historical question to students: The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

(II) USING ARGUMENT STRATEGEMS AND QUESTIONS TO SHARPEN ARGUMENTS: INTRODUCTION

Overview: Review the **DARE** mnemonic with students. Highlight that students must **Develop** a stance about the historical controversy. After they have developed a stance, they must **Add** evidence from the documents to support their standpoint.

Guiding Question:

- Ask students to identify several facts/evidence from Document 1 that supports the argument stating that the US government had a reasonable argument for going to war with Mexico. (*List the identified facts on the whiteboard*)
- After highlighting these points, discuss why it is important to ask critical questions about the document and the author. A key component of developing historical arguments is: (a) identifying the author's stance in the arguments and

(b) using critical questions to highlight strengths and/or weaknesses in the author's argument.

- Remind students that the purpose of teaching them argumentative schemes and to ask critical questions is to teach them how to highlight strengths and/or weaknesses in the author's arguments (Walton et al., 2008). We can then use these to **Rebut** other-side arguments.

(III) ARGUMENT FROM EXPERT OPINION

Overview: Tell students that the *Argument from Expert Opinion* examines whether the author of the document is an expert on the historical topic. Also point-out that the Argument from Expert Opinion questions the reliability of the author's statements. In other words, can we count on what he/she is saying or is there some reason you would question their honesty in the matter.

Offer an example of what it means to be reliable (i.e., trustworthy, believable, honest).

Guiding Questions:

- Look at Documents 1 and ask students if they think President Polk is a reliable source? **Open the question up to discussion.**
- Similarly, ask students if they think both Polk's statements may be biased? If students continue to be unsure about the term bias – point out that individuals' who are biased show favoritism toward a position, person, or situation.

For example, you might pose the question to students: would President Polk have any reason to mislead the people of the United States and Congress about the dispute at the border? **Open the question up to discussion.**

- As students offer feedback, note some of the details students bring up on the whiteboard and have students fill-out questions 1 and 2 in their packets.

(IV) ARGUMENT FROM CONSEQUENCES

Overview: In much the same way, tell students that the *Argument from Consequences* scheme asks them to think about both the positive and negative consequences of the proposed action. In other words, if the US Government follows through with President Polk's proposed actions, what are the likely consequences of these actions?

Guiding Questions:

- Ask students to look at the documents and consider one or two possible consequences (both positive and negative that may result from a war with Mexico? **Open the question up to discussion.**

Example:

Positive	Negative
If the United States wins the war they would obtain the territory and the resources that accompany this land.	Many men, both American and Mexican Soldiers, women, and children would die or be injured as a result of war.
The United States would be able to expand the country and continue to grow in population and power.	The relationship between the Mexican and American people would forever be tarnished and may create further problems that result in added conflict and injury to the people of both countries.
President Polk would grow in popularity and increase his political influence.	

- Prompt students to complete questions 3 and 4 in their packets during the discussions.

(VI) DEBRIEFING DAY 3 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Point-out to students that it is important to **D**evelop a stance about an argument and to **A**dd facts/evidence from the documents to support that stance.
- However, highlight that it is equally important to **R**ebut other-side arguments
- Learning argument schemes and asking critical questions can help strengthen your arguments by highlighting weaknesses in other-side arguments.

Investigation Two - Day 4: Engaging in Argumentative Discussion (40-minutes)

***On day 4 students will remain in groups of 5 to 7 students in order to continue in small-group argumentative discussions.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Re-introduce students to discussion packets (terms and vocabulary)*
- b) *Discuss argument stratagems and highlight the questions that accompany each stratagem*
- c) *Use Documents 2 and complete discussion packets*
- d) *Participate in structured argumentative discussions*

Materials:

- Mexican American War – packet of materials (Document 2)
 - Discussion packets (Argumentative Schemes & Questions)
 - White boards
-

(I) THE HISTORICAL QUESTION

Overview: Re-introduce the historical question to students: The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

(II) USING ARGUMENT STRATEGEMS AND QUESTIONS TO SHARPEN ARGUMENTS: INTRODUCTION

Overview: Review the **DARE** mnemonic with students. Highlight that students must **Develop** a stance about the historical controversy. After they have developed a stance, they must **Add** evidence from the documents to support their standpoint.

Guiding Question:

- Ask the students to identify several facts/evidence from Document 2 that supports the argument stating that the US government had an unreasonable argument for going to war with Mexico (*List the identified facts on the whiteboard*)
- After highlighting these points, discuss why it is important to ask critical questions about the document and the author. A key component of developing historical arguments is: (a) identifying the author's stance in the arguments and

(b) using critical questions to highlight strengths and/or weaknesses in the author's argument.

- Remind students that the purpose of teaching them argumentative schemes and to ask critical questions is to teach them how to highlight strengths and/or weaknesses in the author's arguments (Walton et al., 2008). We can then use these to **Rebut** other-side arguments.

(III) ARGUMENT FROM EXPERT OPINION

Overview: Review with students that the *Argument from Expert Opinion* examines whether the author of the document is an expert on the historical topic. In other words, can we count on what he/she is saying or is there some reason you would question their honesty in the matter.

Guiding Questions:

- Look at Documents 2 and ask students if they think the Missionaries are reliable sources? **Open the question up to discussion.**
- Similarly, ask students if they think the Missionaries' statements may be biased? If students are unsure about the term bias – point out that individuals' who are biased show favoritism toward a position, person, or situation.

For example, you might pose the question to students: would Representative Giddings have any reason to mislead people about the potential effects of a war with Mexico?

Open the question up to discussion.

- As students offer feedback, note some of the details students bring up on the whiteboard and have students fill-out questions 1 and 2 in their packets.

(IV) ARGUMENT FROM CONSEQUENCES

Overview: Remember, the *Argument from Consequences* scheme asks us to think about both the positive and negative consequences of the proposed action. In other words, if the US Government follows through with a war with Mexico, what are the likely consequences of these actions?

Guiding Questions:

- Ask students to look at document 2 and consider one or two possible consequences (both positive and negative that may result from a war with Mexico)? **Open the question up to discussion.**

(VI) DEBRIEFING DAY 3 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Point-out to students that it is important to **Develop** a stance about an argument and to **Add** facts/evidence from the documents to support that stance.
- However, highlight that it is equally important to **Rebut** other-side arguments

- Learning argument schemes and asking critical questions can help strengthen your arguments by highlighting weaknesses in other-side arguments.

Investigation Two - Day 5: Writing an Argument Essay (40 – minutes)

Learning Objective: (Slide 14)

Constructing a written response to the historical question

- a) *Overview of the Writing Assignment*
- b) *DARE to Take a Stance*
- c) *Writing an Argument Essay*
- d) *Reflection*

Materials:

- Student packets – Investigation One
 - Group discussion questions
 - Argumentative schemes & Critical Questions worksheet
 - Guidelines for Writing a Historical Argument checklist
-

(I) OVERVIEW OF THE WRITING ASSIGNMENT:

Teacher: Tell students that today they are going to construct a written response to the historical question: **Did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

- Student packets – Background Information, and Documents 1 and 2
- Guided Discussion Packets
- Argumentative Schemes and Critical Questions worksheet

(II) DARE TO TAKE A STANCE (Slide 15)

Teacher: Students should also be reminded that good writers DARE to take a stance on the historical topic. Be sure to review the Guidelines for Writing a Historical Argument checklist. Tell students that when writing your essay:

- Develop a stance
- Add evidence to support your stance
- Rebut arguments from the other-side (AND)
- End by restating your stance

(III) WRITING AN ARGUMENTATIVE ESSAY (Slide 16)

Teacher: Now ask students to compose their own essay. Direct students to use the documents they were provided, and to follow the writing guides they were given. Help students pace themselves to complete the assigned paragraphs. If some students are working more slowly than the rest of the class, invite them to continue writing as you start a discussion with the majority who will have finished.

(IV) REFLECTION (Slide 17)

Summarizing the topic - Ask students to talk about what they accomplished in Investigation Two in pairs or small groups:

- (1) What do you feel most confident about?
- (2) What part of this process do you like most?
- (3) What do you feel is missing?
- (4) Did you prefer the content in this investigation more than that of the last?

APPENDIX H: EXPERIMENTAL CONDITION: LESSON PLANS – INV.THREE

Investigation Three - Day 1: Background Information (40-minutes)

Learning Objective: (Powerpoint – Slide 2)

Learn relevant background information about the Mexican American War

- a) *Events that shaped the historical controversy*
- b) *Attacked in the Gulf of Tonkin*
- c) *Statements by Secretary of Defense Robert McNamara*
- d) *Pursing military action in Southeast Asia*
- e) *The Gulf of Tonkin Resolution*

Materials:

- Gulf of Tonkin Incident – Document Set (background document)
 - Investigation 3 – Powerpoint (slides 1 – 4)
-

(I) INTRODUCTION: ENGAGING IN HIST. ARGUMENTS (Slide 3)

Overview: Explain to students that over the next week they are going to engage in a third historical argument about the Gulf of Tonkin Incident. Tell students that the Gulf of Tonkin Incident was another very controversial incident in American history. This week we will examine the events that led up to, and followed the incidents in the Gulf of Tonkin.

(II) THE HISTORICAL QUESTION (Slide 4)

Overview: Introduce the historical question to students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

(III) BACKGROUND INFORMATION (Slide 5)

Overview: Read the background content to the classroom (separate out what they are supposed to know) and highlight the following 5 points in the background information:

- *Events that Shaped the Historical Controversy* – On August 4, 1964, President Lyndon Johnson announced that the North Vietnamese had attacked U.S. ships in the Gulf of Tonkin. This was the 2nd attack in two days and caused the United States great concern. Johnson sent airplanes against the North Vietnamese and asked Congress for a resolution that supported his actions. Congress authorized the President to take “all necessary measures to repel any armed attack against the

forces of the United States and to prevent further aggression” in the Tonkin Gulf Resolution. The vote in the Senate on August 7 was 88-2 with only Senators Wayne Morse and Ernest Gruening opposing the joint resolution “to promote the maintenance of international peace and security in southeast Asia.”

- Statements by Secretary of Defense Robert McNamara – Along with President Johnson, Secretary of Defense Robert McNamara reported that both attacks in the Gulf of Tonkin were unquestionable and unprovoked by the United States. Many in the administration believed these attacks demonstrated further evidence that the North Vietnamese regime was growing more and more aggressive and needed to be stopped.
- Pursuing military action in Southeast Asia – However, the National Security Advisor later reported that, “*On the first attack, the evidence would be pretty good. On the second one the amount of evidence we have today is less than we had yesterday. This resulted primarily from correlating [connecting] bits and pieces of information removing double counting and mistaken signals. This much seemed certain: There was an attack. How many PT boats were involved, how many torpedoes were fired...all this was still somewhat uncertain. This matter may be of some importance since Hanoi has denied making the second attack.*” In short, not even the administration was certain that both attacks had occurred, and moreover, no Americans were hurt in the supposed attacks, and there was limited damage to US Military Vessels. As a result, many Americans believed they should withhold from pursuing a major military response before they knew for certain what occurred in the Gulf of Tonkin.
- The Gulf of Tonkin Resolution - Although many US officials warned against a direct military response, President Johnson used the Gulf of Tonkin Incident to convince the American public along with Congress to pursue military action against North Vietnam. On August 7th Congress passed the Gulf of Tonkin Resolution. The resolution granted President Johnson the power to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression in the region.

(IV) DEBRIEFING DAY 1 – BACKGROUND (Slide 6)

- Return to the historical question and ask students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?**
- Ask students to discuss why the Gulf of Tonkin Incident was a controversial historical topic?
- Take a straw poll to determine where students stand on the historical controversy.

Investigation Three - Day 2: Reading Primary Source Documents (40-minutes)

Learning Objective: (Powerpoint - Slide 8)

Prepare for historical arguments by examining the two primary source documents

- a) *Document 1: President Johnson's Address to Congress*
- b) *Document 2: Statement by Senator Wayne Morse*

Materials:

- Gulf of Tonkin Incident – Document Set (Document 1 and 2)
 - Overhead projector and markers
-

(I) THE HISTORICAL QUESTION (Slide 9)

Overview: Reintroduce the historical question to students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

(II) READ DOCUMENT 1: President Johnson's Address to Congress (Slide 10)

Overview: Place Document 1: President Johnson's Address to Congress on the overhead projector and read it aloud to the students.

Classroom Activity:

- Use the overhead to make your reading visible. Demonstrate to students how to identify the "Head Note, the Source, and the Author information."
- Encourage students to actively read along in their document sets and think about why President Johnson believed it was necessary to use force in response to the attacks in the Gulf of Tonkin in 1964.

(III) READ DOCUMENT 2: Statement by Senator Wayne Morse (Slide 11)

Overview: Place Document 2: Statement by Senator Wayne Morse on the overhead projector and read it aloud to the students.

Classroom Activity:

- Similarly, use the overhead to make your reading visible. Identify the same features that you had in Document 1. Discuss the document and ask students to think about reasons why Senator Wayne Morse did not want to use force in response to the Gulf of Tonkin Incidents in 1964.

(V) DEBRIEFING DAY 2 – READING PRIMARY SOURCE DOCUMENTS (Slide 12)

- Ask students to talk about the features in the documents and cite what the authors' roles were in the historical controversy.
- Provide time for students to ask questions about the features of the documents.

Investigation Three - Day 3: Engaging in Argumentative Discussion (40-minutes)

****Note for Investigation Three – Students will no longer be provided guided response packets to record information or support discussions. Students will make 4-square graphic organizers to help them record information. This will help them prepare to take notes on posttest materials and construct their argumentative essays more independently.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Discuss argument stratagems and highlight the questions that accompany each stratagem*
- b) *Examine Documents 1 – note responses in 4-square organizers*
- c) *Participate in structured argumentative discussions*

Materials:

- Gulf of Tonkin – document sets (Document 1)
 - White boards
-

(I) THE HISTORICAL QUESTION

Overview: Reintroduce the historical question to students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

*Communicate to students that they will no longer be using guided response packets to record information for their writing. The overall goal is to help them become more independent when they both discuss and construct their responses to the historical question. At this point in the study, students have used guided response packets for two weeks and know the two argumentative schemes and the critical questions that accompany these schemes. Therefore, they will create 4-square organizers to record information from discussions. Briefly demonstrate how to construct a 4-square organizer for students on the whiteboards.

(II) USING ARGUMENT STRATEGEMS AND QUESTIONS TO SHARPEN ARGUMENTS: INTRODUCTION

Overview: Review Document 1 and direct students to identify Johnson’s stance on the controversy and several details that he states that support his stance (i.e., use force in response to the attacks).

Guiding Question:

- Ask students to identify several facts/evidence from Document 1 that supports the argument stating that the United States should have responded with force in response to the attacks in the Gulf of Tonkin. (*List the identified facts on the whiteboard*)
- After highlighting these points, discuss why it is important to ask critical questions about the Document and the author. A key component of developing historical arguments is: (a) identifying the author's stance in the arguments and (b) using critical questions to highlight strengths and/or weaknesses in the author's argument.
- Remind students that the purpose of teaching them argumentative schemes and to ask critical questions is to teach them how to highlight strengths and/or weaknesses in the author's arguments (Walton et al., 2008).

(III) ARGUMENT FROM EXPERT OPINION

Overview: Remind students that the *Argument from Expert Opinion* examines whether the author of the document is an expert on the historical topic. Also point-out that the Argument from Expert Opinion questions the reliability of the author's statements. In other words, can we count on what he/she is saying or is there some reason you would question their honesty in the matter.

Guiding Questions:

- Look at Documents 1 and ask students if they think President Johnson is a reliable source? Open the question up to discussion.
- Similarly, ask students if they think Johnson's statements may be biased?

For example, you might pose the question to students: would President Johnson have any reason to mislead the people of the United States and Congress about the attacks in the Gulf of Tonkin? Open the question up to discussion.

- As students offer feedback, record some of the details students bring up on the whiteboard and have students take notes on self-constructed 4-square organizers (see diagram for example).

(IV) ARGUMENT FROM CONSEQUENCES

Overview: In much the same way, remind students that the *Argument from Consequences* scheme asks them to think about both the positive and negative consequences of the proposed action. In other words, if the United States pursues military force in Southeast Asia, what are the likely consequences of these actions?

Guiding Questions:

- Ask students to look at Document 1 and consider one or two of the positive and negative consequences that may result from using force in response to the Incidents in the Gulf of Tonkin? **Open the question up to discussion.**

Example:

Positive	Negative
The US could stop the North Vietnamese from further aggression.	Many men, both American and North Vietnamese Soldiers, women, and children would die or be injured as a result of war.
	The relationship between the North Vietnamese and American people would forever be tarnished and may create further problems that result in added conflict and injury to the people of both countries.
	It would be expensive to send troops half-way around the world to fight in a war that will take place in a jungle.

- Prompt students to record information into their 4-square organizers both during and after discussions have ended.

(VI) DEBRIEFING DAY 3 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Remind students that it is important to ask critical questions about the documents and the author who wrote the document – a key component of developing historical arguments is: (a) identifying the author’s stance in the arguments and (b) using critical questions to highlight strengths and/or weaknesses in the author’s argument.
- Take a few minutes to answer questions and clarify students’ understanding about the lesson.

Investigation Three - Day 4: Engaging in Argumentative Discussion (40-minutes)

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Discuss argument stratagems and highlight the questions that accompany each stratagem*
- b) *Examine Documents 2 – note responses in 4-square organizers*
- c) *Participate in structured argumentative discussions*

Materials:

- Gulf of Tonkin – document sets (Document 2)
 - White boards
-

(I) THE HISTORICAL QUESTION

Overview: Reintroduce the historical question to students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

(II) USING ARGUMENT STRATEGEMS AND QUESTIONS TO SHARPEN ARGUMENTS: INTRODUCTION

Overview: Review Document 2 and direct students to identify Senator Morse’s stance on the controversy and several details that he states that support his stance (i.e., do not use force in response to the attacks).

Guiding Question:

- Ask students to identify several facts/evidence from Document 2 that supports the argument stating that the United States should **not** have responded with force (i.e., more diplomatically) in response to the attacks in the Gulf of Tonkin. (List the identified facts on the whiteboard)
- After highlighting these points, discuss why it is important to ask critical questions about the document and the author. A key component of developing historical arguments is: (a) identifying the author’s stance in the arguments and (b) using critical questions to highlight strengths and/or weaknesses in the author’s argument.
- Remind students that the purpose of teaching them argumentative schemes and to ask critical questions is to teach them how to highlight strengths and/or weaknesses in the author’s arguments (Walton et al., 2008). We can then use these to **Rebut** other-side arguments.

(III) ARGUMENT FROM EXPERT OPINION

Overview: Remind students that the *Argument from Expert Opinion* examines whether the author of the document is an expert on the historical topic. Also point-out that the Argument from Expert Opinion questions the reliability of the author’s statements. In other words, can we count on what he/she is saying or is there some reason you would question their honesty in the matter.

Guiding Questions:

- Look at Documents 2 and ask students if they think Senator Wayne Morse is a reliable source? **Open the question up to discussion.**
- Similarly, ask students if they think Morse’s statements may be biased?

For example, you might pose the question to students: would Senator Wayne Morse have any reason to mislead the people of the United States in his statements? **Open the question up to discussion.**

- As students offer feedback, record some of the details students bring up on the whiteboard and have students take notes on self-constructed 4-square organizers (see diagram for example).

(IV) ARGUMENT FROM CONSEQUENCES

Overview: In much the same way, remind students that the *Argument from Consequences* scheme asks them to think about both the positive and negative consequences of the proposed action. In other words, if the United States does not pursue military action in Southeast Asia, what are the likely consequences of these actions?

Guiding Questions:

- Ask students to look at Document 2 and consider one or two of the positive and negative consequences that may result from not using force in response to the Incidents in the Gulf of Tonkin? **Open the question up to discussion.**

Example:

Positive	Negative
Many men, both American and North Vietnamese would be saved from injury and/or death that would result from war.	The North Vietnamese may continue to attack military vessels and American soldiers could be hurt and/or killed.
The United States would save a tremendous amount of money.	The violence that is taking place in North Vietnam may spread to other areas.

- Prompt students to record information into their 4-square organizers both during and after discussions have ended.

(VI) DEBRIEFING DAY 4 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Remind students that it is important to ask critical questions about the documents and the author who wrote the document – a key component of developing historical arguments is: (a) identifying the author’s stance in the arguments and (b) using critical questions to highlight strengths and/or weaknesses in the author’s argument.
- Take a few minutes to answer questions and clarify students’ understanding about the lesson.

Day 5: Writing an Argument Essay (40 – minutes)

Learning Objective: (Slide 13)

Constructing a written response to the historical question

- a) *Overview of the Writing Assignment*
- b) *Writing an Argument Essay*
- c) *Reflection*

Materials:

- Investigation One – Document Sets
 - Self-constructed 4-square graphic organizers
-

(I) OVERVIEW OF THE WRITING ASSIGNMENT: (Slide 14)

Teacher: Tell students that today they are going to construct a written response to the historical question: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

- Document sets – Background Information, and Documents 1 and 2
- 4-square graphic organizer

(II) WRITING AN ARGUMENTATIVE ESSAY (Slide 15)

Teacher: Now ask students to compose their own essay. Direct students to use the documents they were provided, and to follow the writing guides they were given. Help students pace themselves to complete the assigned paragraphs. If some students are working more slowly than the rest of the class, invite them to continue writing as you start a discussion with the majority who will have finished.

(IV) REFLECTION (Slide 16)

Summarizing the topic - Ask students to talk about what they accomplished in Investigation Three in pairs or small groups:

- (1) What do you feel most confident about?
- (2) What part of this process do you like most?
- (3) What do you feel is missing?
- (4) Did you prefer the content in this investigation more than that of the last?

APPENDIX I: EXPERIMENTAL CONDITION – INSTRUCTIONAL MATERIALS

Document 1: Andrew Jackson’s Message

Argument from Expert
Opinion

(1) Is the author a reliable source? (If so, write down why you believe the author is reliable).

(2) Are the author's statements biased? (If so, write down why you believe the author may be biased).

Argument from
Consequences

(3) What are the good/positive consequences that are likely to happen if we follow through with this decision? (Look at the documents and predict what might occur if the historical actors follow through with these actions?)

(4) What are the bad/negative consequences that are likely to happen if we followed through with this decision? (Look at the documents and predict what might occur if the historical actors follow through with these actions?)

Argument from Rule

5) Is there a rule/law in place that requires this action to be carried out? (If so, cite the law and talk about the goal/s of the measure).

6) Is there an exception to the rule, that is, are there circumstances where this rule should not apply? (If so, write down what the exception to this rule is and why you believe it to be an exception)

Document 2: Statements of Missionaries

Argument from
Expert Opinion

(1) Is the author a reliable source? (If so, write down why you believe the author is reliable).

(2) Are the author's statements biased? (If so, write down why you believe the author may be biased).

Argument from
Consequences

(3) What are the good/positive consequences that are likely to happen if we follow through with this decision? (Look at the documents and predict what might occur if the historical actors follow through with these actions?)

(4) What are the bad/negative consequences that are likely to happen if we followed through with this decision? (Look at the documents and predict what might occur if the historical actors follow through with these actions?)

Argument from Rule

(5) Is there a rule/law in place that requires this action to be carried out? (If so, cite the law and talk about the goal/s of the measure).

(6) Is there an exception to the rule, that is, are there circumstances where this rule should not apply? (If so, write down what the exception to this rule is and why you believe it to be an exception)

Critical Questions – Developing Your Rebuttal (R)

1. Is the author a reliable source? (If so, write down why you believe the author is a reliable source).

President James K. Polk	Representative Joshua Giddings
I.	I.
II.	II.

2. What are the good/positive consequences that are likely to happen if we follow through with this decision? (Look at the documents and predict what might happen if the historical actors follow through with these actions).

I.

II.

3. What are the bad/negative consequences that are likely to happen if we follow through with this decision? (Look at the documents and predict what might happen if the historical actors follow through with these actions).

I.

II.

4-Square Graphic Organizer

President Lyndon Johnson	Senator Wayne Morse
Consequences	Consequences

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

APPENDIX J: EC – FIDELITY OF IMPLEMENTATION PROTOCOLS: INV.ONE

**Indian Removal, Day 1 Observation Protocol:
Background information**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 2)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher introduces the purpose for writing historical arguments.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	5	<p>The teacher provides an overview of the DARE mnemonic.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., uses the powerpoint slide or references the Guidelines for Writing Historical Arguments checklist)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
		<p>The teacher presents the historical question and frames the controversy for students.</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

4	3	<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (mentions the controversy and why it is important to investigate)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	3	<p>The teacher reviews the historical context for the investigation and highlights the five key points in the background information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., of the 5 key points – Slide 5, circle the % of points that were completed).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	3	<p>The teacher shows an understanding of the historical topic or content when presenting the information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions to determine their comprehension).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
8	4	<p>The teacher debriefs at the end of the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., reviews what we have done so far).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
9	5	<p>Interactions between the teacher and students demonstrated mutual respect today</p> <p>A) This is evident. Yes/No</p> <p>B) Relationships reveal positive affect, positive communication, and respect.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>

**Indian Removal, Day 2 Observation Protocol:
Reading Primary Source Documents**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 8)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher explains the focus for the day is on using primary source documents to enhance historical understanding.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., 2nd item of LP; Slide 9)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	3	<p>The teacher reintroduces the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher introduces students to Document 1: Andrew Jackson’s Message to Congress on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

5	1a	<p>The teacher introduces students to Document 2: Statements of the Missionaries on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>Comments:</i></p>
6	2	<p>The teacher provides guidance or feedback to students as they read the documents out-loud (e.g., by asking questions to direct students' attention, by making comments to the entire class about the documents, by making comments to individual students or groups as they work).</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding by debriefing about the kind of documents they are reading from.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students what kind of documents they are reading and asking students to share answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>Comments:</i></p>
8	5	<p>The teacher attempts to involve students in the lesson.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared on task in the lesson when previewing and reading the two primary source documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p>

		<i>No comment necessary:</i>
9	2	<p>The teacher debriefs the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells that today's work will be used tomorrow, works with students to review and summarize the content in Documents 1 and 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>No comment necessary:</i></p>

**Indian Removal, Day 3 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 3.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	4	<p>The teacher reviews the DARE mnemonic and works together with students to complete letters D and A for Document 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., first two items of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1b	<p>The teacher shares the focus for the day will be on using argument stratagems and critical questions to examine the author's statements in Document 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using critical questions to strengthen/weaken the authors' arguments (circle one). Yes / No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>

5	1a	<p>The teacher introduces the argument from expert opinion to students and explains the purpose for examining the reliability of the author.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher introduces the concept of author reliability/bias and connects it to the viability of the author’s statements in Document 1).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	5	<p>The teacher provides students opportunities to discuss the reliability of the author in document 1.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
7		<p>The teacher introduces the argument from consequences to students and explains the purpose for examining both the positive and negative consequences of specific historical actions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
8	3	<p>The teacher provides student’s opportunities to discuss both the positive and negative consequences of the proposed actions in Document 1.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

		<u>Comments:</u>
9	2	<p>The teacher introduces the argument from rule and explains the purpose for examining (1) whether there is a rule in place, and (2) If, so, if there an exception to the rule in place.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><u>Comments:</u></p>
10	3	<p>The teacher provides students opportunities to discuss the argument from rule and/or any exceptions to the rule.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><u>Comments:</u></p>
11	5	<p>The teacher engages students in discussions (e.g., teacher’s role is limited to facilitator and reactivating discussions if/or when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be engaged in small-group discussions during the lesson).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>No comment necessary</i></p>
12	2	<p>The teacher checks for student understanding of Document 1 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues, asks students to share out answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p>

		<p><i>Strongly</i></p> <p><i>Comments:</i></p>
13	2	<p>The teacher checks for student understanding by debriefing about the kinds of argument schemes and critical questions used.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

**Indian Removal, Day 4 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 4.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	4	<p>The teacher reviews the DARE mnemonic and works together with students to complete letters D and A for Document 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., first two items of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1b	<p>The teacher shares the focus for day 4 will be to use argument stratagems and critical questions to examine the author's statements in Document 2.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using critical questions to strengthen/weaken the authors' arguments (circle one). Yes / No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

5	1a	<p>The teacher re-introduces the argument from expert opinion to students and reviews the purpose for examining the reliability of the author.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher re-introduces the concept of author reliability/bias and connects it to the viability of the author’s statements in Document 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	5	<p>The teacher provides students an opportunity to discuss the reliability of the author in document 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
7		<p>The teacher re-introduces the argument from consequences to students and reviews the purpose for examining both the positive and negative consequences of certain historical actions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
8	3	<p>The teacher provides student’s opportunities to discuss both the positive and negative consequences of the proposed actions in document 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

		<u>Comments:</u>
9	2	<p>The teacher re-introduces the argument from rule and reviews the purpose for examining (1) whether there is a rule in place, and (2) If, so, brainstorming exceptions to the rule.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
10	3	<p>The teacher provides students opportunities to discuss the argument from rule and/or exceptions to the rule.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
11	5	<p>The teacher engages students in discussions (e.g., teacher's role is limited to facilitator and reactivating discussions when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be engaged in small-group discussions throughout the lesson).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
12	2	<p>The teacher checks for student understanding of Document 2 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues to enhance comprehension, asks students</p>

		to share answers and opinions). <i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i> <i>Comments:</i>
13	2	The teacher checks for student understanding by debriefing the kinds of argument schemes and critical questions. A) The teacher does this (circle one). Yes/No B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions that accompany the schemes). <i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i> <i>Comments:</i>

**Indian Removal, Day 5 Observation Protocol:
Writing an Argument Essay**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher establishes the goal for the day is to write a response to the historical question.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells students that today they are going to construct a written response to the question: Did the United States government have a right to remove the Cherokee Indians from their land; Slide 14).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
2	1c	<p>The teacher reviews the DARE mnemonic and reminds students to use provided materials (e.g., document sets, Guidelines for Writing a Historical Argument [checklist], and response packets) as they write.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., remind students to use the various materials and resources to help them construct their argument essays; Slide 15).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
3	2	<p>The teacher supports students as they compose their historical arguments.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (e.g., directs students to use documents, helps monitor time for writing, encourages students to use both sheets of paper provided).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
4	2	<p>The teacher checks for student understanding by debriefing the lesson</p>

		<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students what they are confident about, what they like and did not like the most, asks students to reflect on the entire investigation; Slide 17).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>Comments:</i></p>
5	4	<p>The teacher completed the lesson in the suggested time.</p> <p>A) The teacher did this. Yes/No/NA</p> <p>B) If the teacher did not complete the lesson in the given time, were the changes in pacing responsive to students needs (e.g., provided students additional writing time to complete essays)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>No comment necessary:</i></p>

APPENDIX K: EC – FIDELITY OF IMPLEMENTATION PROTOCOLS: INV.TWO

**Mexican American War, Day 1 Observation Protocol:
Background information**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 2)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher introduces the purpose for writing historical arguments.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	5	<p>The teacher provides a review of the DARE mnemonic.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., uses the powerpoint slide or references the Guidelines for Writing Historical Arguments checklist)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	3	<p>The teacher presents the historical question and frames the controversy for students.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (mentions the controversy and why it is important to investigate)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p>

		<i>Comments:</i>
5	3	<p>The teacher reviews the historical context for the investigation and highlights key points in the background information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., of the 5 key points – Slide 5, circle the % of points that were completed).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	3	<p>The teacher shows an understanding of the historical topic or content when presenting the information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions to determine their comprehension).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
8	4	<p>The teacher debriefs at the end of the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., reviews what we have done so far).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

**Mexican American War, Day 2 Observation Protocol:
Reading Primary Source Documents**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 8)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher explains the focus for the day is on using primary source documents to enhance historical understanding.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., 2nd item of LP; Slide 9)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	3	<p>The teacher reintroduces the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher introduces students to Document 1: President Polk's Message on War with Mexico on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

5	1a	<p>The teacher introduces students to Document 2: Statement by Representative Joshua Giddings on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	2	<p>The teacher provides guidance or feedback to students as they read the documents out-loud (e.g., by asking questions to direct students' attention, by making comments to the entire class about the documents, by making comments to individual students or groups as they work).</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
7	5	<p>The teacher attempts to involve students in the lesson.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared on task in the lesson when previewing and reading the two primary source documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
8	2	<p>The teacher debriefs the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells that today's work will be used tomorrow, works with students to review and summarize the content in Documents 1 and 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

		<i>No comment necessary:</i>
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**Mexican American War, Day 3 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 3.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	4	<p>The teacher reviews the DARE mnemonic and works together with students to complete letters D and A for Document 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., first two items of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1b	<p>The teacher shares the focus for the day will be on using argument stratagems and critical questions to examine the author's statements in Document 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using critical questions to strengthen/weaken the authors' arguments (circle one). Yes / No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>

5	1a	<p>The teacher introduces the argument from expert opinion to students and explains the purpose for examining the reliability of the author.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher introduces the concept of author reliability/bias and connects it to the viability of the author’s statements in Document 1).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	5	<p>The teacher provides students opportunities to discuss the reliability of the author in document 1.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
7		<p>The teacher introduces the argument from consequences to students and explains the purpose for examining both the positive and negative consequences of specific historical actions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
8	3	<p>The teacher provides student’s opportunities to discuss both the positive and negative consequences of the proposed actions in Document 1.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

		<u>Comments:</u>
9	5	<p>The teacher engages students in discussions (e.g., teacher’s role is limited to facilitator and reactivating discussions if/or when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be engaged in small-group discussions during the lesson).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
10	2	<p>The teacher checks for student understanding of Document 1 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues, asks students to share out answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
11	2	<p>The teacher checks for student understanding by debriefing about the kinds of argument schemes and critical questions used.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>

**Mexican American War, Day 4 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 4.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	4	<p>The teacher reviews the DARE mnemonic and works together with students to complete letters D and A for Document 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., first two items of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1b	<p>The teacher shares the focus for day 4 will be to use argument stratagems and critical questions to examine the author's statements in Document 2.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using critical questions to strengthen/weaken the authors' arguments (circle one). Yes / No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

5	1a	<p>The teacher re-introduces the argument from expert opinion to students and reviews the purpose for examining the reliability of the author.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher re-introduces the concept of author reliability/bias and connects it to the viability of the author’s statements in Document 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	5	<p>The teacher provides students an opportunity to discuss the reliability of the author in document 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
7		<p>The teacher re-introduces the argument from consequences to students and reviews the purpose for examining both the positive and negative consequences of certain historical actions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
8	3	<p>The teacher provides student’s opportunities to discuss both the positive and negative consequences of the proposed actions in document 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

		<u>Comments:</u>
9	5	<p>The teacher engages students in discussions (e.g., teacher’s role is limited to facilitator and reactivating discussions when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be engaged in small-group discussions throughout the lesson).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
10	2	<p>The teacher checks for student understanding of Document 2 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues to enhance comprehension, asks students to share answers and opinions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
11	2	<p>The teacher checks for student understanding by debriefing the kinds of argument schemes and critical questions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions that accompany the schemes).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>

**Mexican American War, Day 5 Observation Protocol:
Writing an Argument Essay**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher establishes the goal for the day is to write a response to the historical question.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells students that today they are going to construct a written response to the question: Did the United States government have a reasonable (or unreasonable argument for going to war with Mexico; Slide 14).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
2	1c	<p>The teacher reviews the DARE mnemonic and reminds students to use provided materials (e.g., document sets, Guidelines for Writing a Historical Argument [checklist], and response packets) as they write.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., remind students to use the various materials and resources to help them construct their argument essays; Slide 15).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
3	2	<p>The teacher supports students as they compose their historical arguments.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (e.g., directs students to use documents, helps monitor time for writing, encourages students to use both sheets of paper provided).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
4	2	<p>The teacher checks for student understanding by debriefing the lesson</p>

		<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students what they are confident about, what they like and did not like the most, asks students to reflect on the entire investigation; Slide 17).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>Comments:</i></p>
5	4	<p>The teacher completed the lesson in the suggested time.</p> <p>A) The teacher did this. Yes/No/NA</p> <p>B) If the teacher did not complete the lesson in the given time, were the changes in pacing responsive to students needs (e.g., provided students additional writing time to complete essays)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>No comment necessary:</i></p>

APPENDIX L: EC – FIDELITY OF IMPLEMENTATION PROTOCOL: INV. THREE

**Gulf of Tonkin Incident, Day 1 Observation Protocol:
Background information**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 2)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher introduces the purpose for writing historical arguments.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	5	<p>The teacher provides a review of the DARE mnemonic.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., uses the powerpoint slide or references the Guidelines for Writing Historical Arguments checklist)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	3	<p>The teacher presents the historical question and frames the controversy for students.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (mentions the controversy and why it is important to investigate)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p>

		<i>Comments:</i>
5	3	<p>The teacher reviews the historical context for the investigation and highlights key points in the background information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., of the 5 key points – Slide 5, circle the % of points that were completed).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	3	<p>The teacher shows an understanding of the historical topic or content when presenting the information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions to determine their comprehension).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
8	4	<p>The teacher debriefs at the end of the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., reviews what we have done so far).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

**Gulf of Tonkin Incident, Day 2 Observation Protocol:
Reading Primary Source Documents**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 8)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
1	4	<p>The teacher explains the focus for the day is on using primary source documents to enhance historical understanding.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., 2nd item of LP; Slide 9)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher reintroduces the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher introduces students to Document 1: President Johnson’s Address to Congress on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

4	1a	<p>The teacher introduces students to Document 2: Statement by Senator Wayne Morse on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher provides guidance or feedback to students as they read the documents out-loud (e.g., by asking questions to direct students' attention, by making comments to the entire class about the documents, by making comments to individual students or groups as they work).</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
8	5	<p>The teacher attempts to involve students in the lesson.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared on task in the lesson when previewing and reading the two primary source documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
9	2	<p>The teacher debriefs the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells that today's work will be used tomorrow, works with students to review and summarize the content in Documents 1 and 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

		<i>No comment necessary:</i>
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**Gulf of Tonkin Incident, Day 3 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 3.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	1b	<p>The teacher reminds students that the focus for the day will be on using argument stratagems and critical questions to examine the author's statements in Document 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using critical questions to strengthen/weaken the authors' arguments (circle one). Yes / No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher talks about the argument from expert opinion with students and proceeds to examine the reliability of the author in Document 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher introduces the concept of author reliability/bias and connects it to the viability of the author's statements in Document 1).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p>

		<p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	5	<p>The teacher provides students opportunities to discuss the reliability of the author in Document 1.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>No comments necessary</i></p>
6		<p>The teacher talks about the argument from consequences with students and proceeds to discussions about the positive and negative consequences of the historical actions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><i>Comments:</i></p>
7	3	<p>The teacher provides student's opportunities to discuss the positive and negative consequences of the proposed actions in Document 1.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i> <i>Strongly</i></p> <p><u>Comments:</u></p>
8	5	<p>The teacher engages students in discussions (e.g., teacher's role is limited to facilitator and reactivating discussions if/or when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be engaged in small-group discussions during the lesson).</p>

		<p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
9	2	<p>The teacher checks for student understanding of Document 1 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues, asks students to share out answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
10	2	<p>The teacher checks for student understanding by debriefing about the kinds of argument schemes and critical questions used.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>

**Gulf of Tonkin Incident, Day 4 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 4.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	1b	<p>The teacher shares the focus for day 4 will be to use argument stratagems and critical questions to examine the author’s statements in Document 2.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using critical questions to strengthen/weaken the authors’ arguments (circle one). Yes / No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
4	1a	<p>The teacher re-introduces the argument from expert opinion to students and proceeds to examine the reliability of the author in Document 2.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher re-introduces the concept of author reliability/bias and connects it to the viability of the author’s statements in Document 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p>

		<p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	5	<p>The teacher provides students an opportunity to discuss the reliability of the author in document 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comments necessary</i></p>
6		<p>The teacher re-introduces the argument from consequences to students and proceeds to examine the positive and negative consequences of the historical actions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	3	<p>The teacher provides student's opportunities to discuss the positive and negative consequences of the proposed actions in Document 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared to be involved and contributing to small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><u><i>Comments:</i></u></p>
8	5	<p>The teacher engages students in discussions (e.g., teacher's role is limited to facilitator and reactivating discussions when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p>

		<p>B) The teacher does this effectively (circle the % of students who appeared to be engaged in small-group discussions throughout the lesson).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
9	2	<p>The teacher checks for student understanding of Document 2 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues to enhance comprehension, asks students to share answers and opinions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
10	2	<p>The teacher checks for student understanding by debriefing the kinds of argument schemes and critical questions.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions that accompany the schemes).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>

**Gulf of Tonkin Incident, Day 5 Observation Protocol:
Writing an Argument Essay**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher establishes the goal for the day is to write a response to the historical question.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells students that today they are going to construct a written response to the question: Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964; Slide 14).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
2	1c	<p>The teacher reminds students to use provided materials (e.g., document sets, 4-square graphic organizer) as they write.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., remind students to use the various materials and resources to help them construct their argument essays; Slide 15).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
3	2	<p>The teacher supports students as they compose their historical arguments.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (e.g., directs students to use documents, helps monitor time for writing, encourages students to use both sheets of paper provided).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
4	2	<p>The teacher checks for student understanding by debriefing the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p>

		<p>B) The teacher does this effectively (e.g., asks students what they are confident about, what they like and did not like the most, asks students to reflect on the entire investigation; Slide 17).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
5	4	<p>The teacher completed the lesson in the suggested time.</p> <p>A) The teacher did this. Yes/No/NA</p> <p>B) If the teacher did not complete the lesson in the given time, were the changes in pacing responsive to students needs (e.g., provided students additional writing time to complete essays)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>

APPENDIX M: COMPARISON CONDITION: LESSON PLANS – INV.ONE

Investigation One - Day 1: Background Information (40-minutes)

Learning Objective: (Powerpoint – Slide 2)

Learn relevant background information about the Indian Removal

- a) *Events that shaped the historical controversy*
- b) *Context for Indian Removal*
- c) *Why Indian Removal was considered*
- d) *Decision by the US Supreme Court*
- e) *Jackson's belief about Indian Removal*

Materials:

- Indian Removal – packet of materials (background document)
 - Investigation 1 – Powerpoint (slides 1 – 4)
-

(I) INTRODUCTION: ENGAGING IN HIST. ARGUMENTS (Slide 3)

Overview: Explain to students that over the next week they are going to engage in a historical argument about the topic of Indian Removal. They will use the mnemonic DARE to assist them in constructing an argument. Within this argument they will be expected to:

- Develop a stance about the historical controversy
- Add facts and evidence from documents to support that stance
- Rebut arguments from the other-side by:
 - V. Identifying the other-sides stance (AND)
 - VI. Using evidence to highlight its weaknesses
- End by restating your stance on the historical controversy

(II) THE HISTORICAL QUESTION (Slide 4)

Overview: Introduce the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson's policy. Use your historical imagination to put yourself in the state of Georgia in the decade from the late 1820s to the late 1830s. **Did the United States government have a right to remove the Cherokee Indians from their land?**

(III) BACKGROUND INFORMATION (Slide 5)

Overview: Read the background content to the classroom (separate out what they are supposed to know) and highlight the following 5 points in the background information:

- Characters and events that shaped the attitudes towards Indians - the importance of agriculture and developing agricultural techniques, and the proposed prosperity of the nation.
- Context for Indian Removal - discuss why it was believed that Indians living on these lands in Georgia should be forced to move (i.e., Why Indian Removal was considered).
- Decision by the US Supreme Court - John Marshall stating that Georgia laws had violated federal treaties and could not force Indians from their lands.
- President Jackson's response to Marshall's ruling and his Beliefs about Indian Removal.

(IV) DEBRIEFING DAY 1 – BACKGROUND (Slide 6)

- Return to Powerpoint slide 3 and review the outline for constructing a historical argument?
- Review the historical question (AND)
- Ask students to discuss why Indian Removal was a controversial historical topic?

Investigation One - Day 2: Reading Primary Source Documents (40-minutes)

Learning Objective: (Powerpoint - Slide 8)

Prepare for historical arguments by examining the two primary source documents

- a) *Document 1: President Jackson's First Annual Message to Congress*
- b) *Document 2: Statements from the Missionaries*

Materials:

- Indian Removal – packet of materials (Document 1 and 2)
 - Overhead projector and markers
-

(I) READING FROM PRIMARY SOURCE DOCUMENTS: OVERVIEW (Slide 9)

Due to their lack of familiarity with using primary source documents, overview what primary source documents are and the purpose for using these materials to enhance historical understanding.

Overview: Explain to students that we figure out answers to questions in history by looking at the documents or artifacts that have been left behind. These sources are referred to as primary sources because they were created by people who were living during the specific time period we are studying (i.e., Indian Removal).

- Each document will include:
 - iv. A “Head Note”—Like an introduction, gives background and overview
 - v. A “Source” line or attribution—Gives information about who created the document and when
 - vi. The text itself—What the author created that give us clues to the past.

(II) THE HISTORICAL QUESTION (Slide 10)

Overview: Re-introduce the historical question to students: At the time Congress passed the Indian Removal Act, many people debated President Andrew Jackson’s policy. Lets read the documents and decide: **Did the United States government have a right to remove the Cherokee Indians from their land?**

(III) READ DOCUMENT 1: Andrew Jackson’s Message to Congress (Slide 11)

Overview: Place Document 1: President Jackson’s First Annual Message to Congress on the overhead projector and read it aloud to the students.

Guiding Activity:

- Use the overhead to make your reading visible. Demonstrate to students how to identify the “Head Note, the Source, and the Author information.” Discuss the meaning of the document and physically highlight reasons for Andrew Jackson’s argument position on the overhead.
- Encourage students to actively read along with the teacher in their document packets and think about why Jackson believed the United States had a right to remove Indians.

(IV) EXAMINING DOCUMENTS 2: Statements of the Missionaries (Slide 11)

Overview: Place Document 2: Statements of the Missionaries on the overhead projector and read it aloud to the students.

Guiding Activity:

- Similarly, use the overhead to make your reading visible. Identify the same features that you had in Document 1. Discuss the meaning of the document and ask students to think about reasons in the document why the United States had no right to remove the Indians.

(V) DEBRIEFING DAY 2 – READING PRIMARY SOURCE DOCUMENTS (Slide 12)

- Ask students to define what primary sources are and to describe how they can be used to answer the historical question?
- Review several of the reasons why Jackson believed it was right, and the missionaries not-right to remove the Indians from their lands.

Investigation One - Day 3 and 4: Engaging in Argumentative Discussion (40-minutes)

***On day 3 students will break-up into groups of 5 to 7 students in order to engage in small-group argumentative discussions.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Introduce students to discussion packets (terms and vocabulary)*
- b) *Discuss the questions and highlight: (1) the historical background – expanding background knowledge, (2) major characters, (3) author’s purpose, (4) main or big ideas, and (5) details that expand upon the main idea*
- c) *Use Documents 1 and 2 to complete discussion packets*
- d) *Participate in structured argumentative discussions*

Materials:

- Indian Removal – packet of materials (Document 1 and 2)
 - Discussion packets
 - White boards
-

(I) USING DISCUSSION QUESTIONS TO GUIDE STUDENTS’ ARGUMENTATIVE DISCUSSIONS: INTRODUCTION

Overview: Review the **DARE** mnemonic with students. Highlight that students must **Develop** a stance about the historical controversy. After they have developed a stance, they must **Add** evidence from the documents to support their standpoint.

Guiding Questions:

- Ask students to identify several facts/evidence from Document 1 that support the argument stating that the US government had a right to remove the Indians from their land. (*List the identified facts on the whiteboard*)
- Likewise, ask students to identify several facts/evidence from Document 2 that support the argument stating that the US government did not have a right to remove the Indians from their land. (*List the identified facts on the whiteboard*)

Overview: After highlighting these points, discuss why it is important to **Rebut** arguments from the other-side.

- A key component of developing historical arguments is: (a) identifying other-side arguments, and (b) using evidence to highlight weaknesses in the other-side’s argument.

- The purpose of the discussion questions is to assist students in understanding both perspectives in the historical investigation and to deliberate about which side offers the most reasonable historical argument.

(II) EXPANDING BACKGROUND KNOWLEDGE (REVIEW)

Overview: Tell students to look at the background document in their packets. Emphasize to students that it is important to understand the context of the historical era. If we observe the Indian Removal from our own perspectives and standards, it would seem to be an unthinkable act. However, in order to better understand Indian Removal as it occurred in the 1820's and 1830's we have to look more closely at the historical background.

Guiding Questions:

- Look at the background information, give students several minutes to read then ask students: Was Andrew Jackson the first President to pursue Indian Removal? Has Indian Removal been a goal of the government that preceded Jackson? **Open the question up to discussion.**
- Similarly, ask students why Indian Removal was considered and, aside from the Indians themselves, was there any opposition to removal from others in the US government? **Open the question up to discussion.**
- In addition, ask students to examine how Andrew Jackson attempted to make Indian Removal sound appealing (or even beneficial) for the Indians.
- **Importantly** - point-out the example rebuttal offered by Jackson in the background:

*“We now propose to acquire land occupied by the red man of the South and West by a fair exchange, and, at the expense of the United States, to send them to places where their existence may perhaps be made permanent. **Without a doubt, it will be painful for them to leave the graves of their fathers (Recognizing the other-sides argument), but can we believe that the wandering savage has a stronger attachment to his home than our ancestors did?”**(Rebuttal).*

- As students offer feedback, note some of the details students bring up on the whiteboard and have students fill-out questions 1 in their packets.

(III) IDENTIFYING MAJOR CHARACTERS IN DOCUMENTS 1 AND 2

Overview: Now, have students examine Document 1. In their discussion packets, have them list the major characters Andrew Jackson identifies in his message.

Guiding Questions:

- Ask students, how these characters are affected by Indian Removal? **Open the question up to discussion.**
- Begin to draw connections between the background information and characters in document 1 and 2.
- Prompt students to complete question 2 in their packets as they discuss the characters and offer feedback.

(IV) AUTHOR’S PURPOSE

Overview: Next, prompt students to think about what the author’s purpose is for writing the document? Have them examine the head note, along with other textual features in the documents to help them identify the author’s purpose.

Guiding Questions:

- Ask students: who is the author writing the letter to and why would he/they compose a letter to this population?

Jackson	Missionaries
The author is telling the reader that...	The author is telling the reader that...
The Indians are not willing to adopt the agricultural and cultural practices of white settlers, therefore they will be doomed to poverty and death.	The Indians are rapidly advancing in civilization [making progress as a people] and are on a course of improvement that will place them on a level with white people.
To save the Indians, we [the US government] must assist them to a better, more peaceful territory	

- Ask students, what is the author trying to tell us, the reader, in the document? **Open the question up to discussion.**
- Prompt students to fill-out the responses for question 3 in their packets both during and after the discussions.

(V) IDENTIFYING THE AUTHOR’S POSITION

Overview: Next, work with students to determine what the author’s position is on the historical controversy in each document.

Guiding Questions:

- Ask students, does Andrew Jackson believe that it is right for the US government to remove the Indians from their lands? **Open the question up to discussion.**

- What about the Missionaries? What is their stance on Indian Removal? Does their message directly tell us that they are against the government removing the Indians from their lands?
- How would Indian Removal affect the President and/or the Missionaries?
- Be sure to communicate to the students that their answers must be supported with evidence (i.e., have them point-out how they know the author’s position).
- Prompt students to complete question 4 in their packets as they discuss the answers to these questions.

(VI) HIGHLIGHTING MAIN/BIG IDEAS & DETAILS

Overview: Next, have students examine Documents 1 and 2 to look for the Main or Big Ideas in the documents. Be sure to point-out the importance of looking at the first and last sentences in the paragraphs. These sentences often communicate what is most important in the documents. The sentences that follow the Main or Big Ideas offer details that expand upon or explain the important points. In detail sentences we find, facts/evidence to support the Main or Big Ideas.

Example: Statements of the Missionaries

Big Ideas	Details
When we say that the Cherokees are rapidly advancing in civilization [making progress as a people], we speak of them as a body (1 st sentence).	(1) The land is cultivated with very different degrees of industry (2) At this time many of the Cherokees are dressed as well as the whites around them (3) The dwellings of the mass of the Cherokees are comfortable log cabins

- Prompt students to complete question 5 and 6 in their packets as they discuss big ideas and details.

(V) DEBRIEFING DAY 3 & 4 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Point-out to students that it is important to **Develop** a stance about an argument and to **Add** facts/evidence from the documents to support that stance.
- Highlight that it is also important to **Rebut** other-side arguments.
- Not only answering the discussion questions, but also learning to identify important aspects of the text such as the author’s purpose, his/her position on the topic, and main ideas and details will help your overall understanding of the topic.

Investigation One - Day 5: Writing an Argument Essay (40 – minutes)

Learning Objective: (Slide 14)

Constructing a written response to the historical question

- a) *Overview of the Writing Assignment*
- b) *DARE to Take a Stance*
- c) *Writing an Argument Essay*
- d) *Reflection*

Materials:

- Student packets – Investigation One
 - Group discussion questions
 - Argumentative schemes & Critical Questions worksheet
 - Guidelines for Writing a Historical Argument checklist
-

(I) OVERVIEW OF THE WRITING ASSIGNMENT:

Overview: Tell students that today they are going to construct a written response to the historical question: **Did the United States government have a right to remove the Cherokee Indians from their land?** Communicate to students that they should use the following three items from the past week of instruction to construct their essays:

- Student packets – Background Information, and Documents 1 and 2
- Guided Discussion Packets
- Argumentative Schemes and Critical Questions worksheet

(II) DARE TO TAKE A STANCE (Slide 15)

Overview: Students should also be reminded that good writers DARE to take a stance on the historical topic. Be sure to review the Guidelines for Writing a Historical Argument checklist. Tell students that when writing your essay:

- Develop a stance
- Add evidence to support your stance
- Rebut arguments from the other-side (AND)
- End by restating your stance

(III) WRITING AN ARGUMENTATIVE ESSAY (Slide 16)

Overview: Now ask students to compose their own essay. Direct students to use the documents they were provided, and to follow the writing guides they were given. Help students pace themselves to complete the assigned paragraphs. If some students are

working more slowly than the rest of the class, invite them to continue writing as you start a discussion with the majority who will have finished.

(IV) REFLECTION (Slide 17)

Summarizing the topic - Ask students to talk about what they accomplished in Investigation One in pairs or small groups:

- (1) What do you feel most confident about?
- (2) What part of this process do you like most?
- (3) What do you feel is missing?

APPENDIX N: COMPARISON CONDITION: LESSON PLANS – INV.TWO

Investigation Two - Day 1: Background Information (40-minutes)

Learning Objective: (Powerpoint – Slide 2)

Learn relevant background information about the Indian Removal

- a) *Events that shaped the historical controversy*
- b) *Context for Mexican American War*
- c) *Manifest Destiny*
- d) *Conflict between US and Mexican troops at the border*
- e) *Congress Decision to support President Polk*

Materials:

- Mexican American War – packet of materials (background document)
 - Investigation 2 – Powerpoint (slides 1 – 4)
-

(I) INTRODUCTION: ENGAGING IN HIST. ARGUMENTS (Slide 3)

Overview: Explain to students that over the next week they are going to engage in another historical argument about the Mexican American War. They will continue to use the mnemonic DARE to assist them in constructing an argument. Within this argument they will be expected to:

- Develop a stance about the historical controversy
- Add facts and evidence from documents to support that stance
- Rebut arguments from the other-side by:
 - VII. Identifying the other-sides stance (AND)
 - VIII. Using evidence to highlight its weaknesses
- End by restating your stance on the historical controversy

(II) THE HISTORICAL QUESTION (Slide 4)

Overview: Introduce the historical question to students: The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

(III) BACKGROUND INFORMATION (Slide 5)

Overview: Read the background content to the classroom (separate out what they are supposed to know) and highlight the following 5 points in the background information:

- *Events that Shaped the Historical Controversy* – As the United States continued to grow into what is now the present day southwestern portion of the United States (i.e., Texas, New Mexico, Nevada, California), many in the US believed this territory should be claimed for its expansion. This belief was referred to as *Manifest Destiny*.
- *President Polk's offer to the Mexican Government* – In 1846, President Polk agreed with the many Americans who believed it was their destiny to grow and offered to buy California and New Mexico from Mexico – Mexico refused the offer.
- *Dispute over the Border* – After a dispute about the border in modern day Texas (Refer to Map) President Polk sent troops to the region both countries claimed. Polk's move outraged the Mexican Government and a clash between the two sides followed.
- War - Shortly thereafter, President Polk told Congress “American blood has been shed on American soil.” He asked Congress to declare war on Mexico. Congress did so.

(IV) DEBRIEFING DAY 1 – BACKGROUND (Slide 6)

- Return to Powerpoint slide 3 and review the outline for constructing a historical argument?
- Review the historical question (AND)
- Ask students to discuss why the Mexican American War was a controversial historical topic?

Investigation Two - Day 2: Reading Primary Source Documents (40-minutes)

Learning Objective: (Powerpoint - Slide 8)

Prepare for historical arguments by examining the two primary source documents

- a) *Document 1: President James Polk's Message on War with Mexico*
- b) *Document 2: Statement by Representative Joshua Giddings*

Materials:

- Mexican American War – packet of materials (Document 1 and 2)
 - Overhead projector and markers
-

(I) READING FROM PRIMARY SOURCE DOCUMENTS: OVERVIEW (Slide 9)

Overview: Review with students that we figure out answers to questions in history by looking at the documents or artifacts that have been left behind. These sources are referred to as primary sources because they were created by people who were living during the specific time period we are studying (i.e., The Mexican American War).

- Each document will include:
 - i. A “Head Note”—Like an introduction, gives background and overview
 - ii. A “Source” line or attribution—Gives information about who created the document and when
 - iii. The text itself—What the author created that give us clues to the past.

(II) THE HISTORICAL QUESTION (Slide 10)

Overview: Reintroduce the historical question to students: The Mexican American War (1846 – 1848) was one of the most contentious wars in the history of the United States. There was strong feeling in the country against it from the beginning. Of course there were also many Americans who were in favor of the War. You decide - **did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

(III) READ DOCUMENT 1: President Polk's Message on War (Slide 11)

Overview: Place Document 1: President James K. Polk's Message on War with Mexico on the overhead projector and read it aloud to the students.

Classroom Activity:

- Use the overhead to make your reading visible. Demonstrate to students how to identify the “Head Note, the Source, and the Author information.”

- Encourage students to actively read along with the teacher in their document packets and think about why Polk believed the United States had a reasonable argument for going to war with Mexico.

(IV) EXAMINING DOCUMENTS 2: Statement by Representative Giddings (Slide 11)

Overview: Place Document 2: Statement by Representative Joshua Giddings on the overhead projector and read it aloud to the students.

Classroom Activity:

- Similarly, use the overhead to make your reading visible. Identify the same features that you had in Document 1. Discuss the document and ask students to think about reasons in the document why the United States Government had an unreasonable argument for going to war with Mexico.

(V) DEBRIEFING DAY 2 – READING PRIMARY SOURCE DOCUMENTS (Slide 12)

- Ask students to define what primary sources are and to describe how they can be used to answer the historical question?
- Review several of the reasons why Polk believed it was reasonable, and the Representative Giddings unreasonable to go to war with Mexico.

Investigation Two - Day 3 and 4: Engaging in Argumentative Discussion (40-minutes)

***On day 3 students will break-up into groups of 5 to 7 students in order to engage in small-group argumentative discussions.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Introduce students to discussion packets (terms and vocabulary)*
- b) *Discuss the questions and highlight: (1) the historical background – expanding background knowledge, (2) major characters, (3) author’s purpose, (4) main or big ideas, and (5) details that expand upon the main idea*
- c) *Use Documents 1 and 2 to complete discussion packets*
- d) *Participate in structured argumentative discussions*

Materials:

- Mexican American War – packet of materials (Document 1 and 2)
 - Discussion packets
 - White boards
-

(I) USING DISCUSSION QUESTIONS TO GUIDE STUDENTS’ ARGUMENTATIVE DISCUSSIONS: INTRODUCTION

Overview: Review the **DARE** mnemonic with students. Highlight that students must **D**evelop a stance about the historical controversy. After they have developed a stance, they must **A**dd evidence from the documents to support their standpoint.

Guiding Questions:

- Ask students to identify several facts/evidence from Document 1 that support the argument stating that the US government had a reasonable argument for going to war with Mexico. (*List the identified facts on the whiteboard*)
- Likewise, ask students to identify several facts/evidence from Document 2 that support the argument stating that the US government did not have a reasonable argument for going to war with Mexico. (*List the identified facts on the whiteboard*)

Overview: After highlighting these points, discuss why it is important to **R**ebut arguments from the other-side.

- A key component of developing historical arguments is: (a) identifying other-side arguments, and (b) using evidence to highlight weaknesses in the other-side's argument.
- The purpose of the discussion questions is to assist students in understanding both perspectives in the historical investigation and to deliberate about which side offers the most reasonable historical argument.

(II) EXPANDING BACKGROUND KNOWLEDGE (REVIEW)

Overview: Tell students to look at the background document in their packets. Emphasize to students that it is important to understand the context of the historical era. If we think about the term Manifest Destiny and the implications of this belief, we can better understand the United State's reasoning for pursuing the present day portions of the southwestern United States.

Guiding Questions:

- Look at the background information, give students several minutes to read then ask students: What was President Polk's reasoning for pursuing war with Mexico? Did he have a reasonable argument for doing so? **Open the question up to discussion.**
- Similarly, ask students to think about Mexico's argument, aside from the Mexican Government themselves, was there any opposition to the war against Mexico? **Open the question up to discussion.**

(III) IDENTIFYING MAJOR CHARACTERS IN DOCUMENTS 1 AND 2

Overview: Now, have students examine Document 1. In their discussion packets, have them list the major characters Andrew Jackson identifies in his message.

Guiding Questions:

- Ask students, how these characters are affected the historical event? **Open the question up to discussion.**
- Begin to draw connections between the background information and characters in document 1 and 2.
- Prompt students to complete question 2 in their packets as they discuss the characters and offer feedback.

(IV) AUTHOR'S PURPOSE

Overview: Next, prompt students to think about what the author's purpose is for writing the document? Have them examine the head note, along with other textual features in the documents to help them identify the author's purpose.

Guiding Questions:

- Ask students: who is the author writing the letter to and why would he/they compose a letter to this population?

Polk

The author is telling the reader that...

Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American Soil.

We are called upon by every consideration of duty and patriotism to defend with decision the honor, the rights, and the interests of our country

Giddings

The author is telling the reader that...

This war is waged against an unoffending people, without just or adequate cause; for the purpose of conquest...

I will not bathe my hands in the blood of the people of Mexico, nor will I participate in the guilt of those murderers which have been, and which will hereafter be, committed by our army here.

- Ask students, what is the author trying to tell us, the reader, in the document?
Open the question up to discussion.
- Prompt students to fill-out the responses for question 3 in their packets both during and after the discussions.

(V) IDENTIFYING THE AUTHOR'S POSITION

Overview: Next, work with students to determine what the author's position is on the historical controversy in each document.

Guiding Questions:

- Ask students, does President Polk believe that it is reasonable for the US government to go to war with Mexico? **Open the question up to discussion.**
- What about Representative Joshua Giddings? What is his stance on war with Mexico? Does his statement directly tell us that he is against going to war with Mexico?
- How would the Mexican American War affect the President and/or Representative Giddings?
- Be sure to communicate to the students that their answers must be supported with evidence (i.e., have them point-out how they know the author's position).
- Prompt students to complete question 4 in their packets as they discuss the answers to these questions.

(VI) HIGHLIGHTING MAIN/BIG IDEAS & DETAILS

Overview: Next, have students examine Documents 1 and 2 to look for the Main or Big Ideas in the documents. Be sure to point-out the importance of looking at the first and

last sentences in the paragraphs. These sentences often communicate what is most important in the documents. The sentences that follow the Main or Big Ideas offer details that expand upon or explain the important points. In detail sentences we find, facts/evidence to support the Main or Big Ideas.

Example: President Polk’s Message

Big Ideas	Details
Our cup of forbearance [patience] has been exhausted...Mexico has passed the boundary of the US and invaded our territory.	(1) She has proclaimed hostilities (2) All efforts to avoid [a war], now exist by the act of Mexico. (3) We are called upon by every consideration of duty and patriotism to defend with decision the honor, rights, and interests of our country.

- Prompt students to complete question 5 and 6 in their packets as they discuss big ideas and details.

(V) DEBRIEFING DAY 3 & 4 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Point-out to students that it is important to **D**evelop a stance about an argument and to **A**dd facts/evidence from the documents to support that stance.
- Highlight that it is also important to **R**ebut other-side arguments.
- Not only answering the discussion questions, but also learning to identify important aspects of the text such as the author’s purpose, his/her position on the topic, and main ideas and details will help your overall understanding of the topic.

Investigation Two - Day 5: Writing an Argument Essay (40 – minutes)

Learning Objective: (Slide 14)

Constructing a written response to the historical question

- a) *Overview of the Writing Assignment*
- b) *DARE to Take a Stance*
- c) *Writing an Argument Essay*
- d) *Reflection*

Materials:

- Student packets – Investigation One
 - Group discussion questions
 - Argumentative schemes & Critical Questions worksheet
 - Guidelines for Writing a Historical Argument checklist
-

(I) OVERVIEW OF THE WRITING ASSIGNMENT:

Teacher: Tell students that today they are going to construct a written response to the historical question: **Did the United States Government have a reasonable (or unreasonable) argument for going to war with Mexico?**

- Student packets – Background Information, and Documents 1 and 2
- Guided Discussion Packets
- Argumentative Schemes and Critical Questions worksheet

(II) DARE TO TAKE A STANCE (Slide 15)

Teacher: Students should also be reminded that good writers DARE to take a stance on the historical topic. Be sure to review the Guidelines for Writing a Historical Argument checklist. Tell students that when writing your essay:

- Develop a stance
- Add evidence to support your stance
- Rebut arguments from the other-side (AND)
- End by restating your stance

(III) WRITING AN ARGUMENTATIVE ESSAY (Slide 16)

Teacher: Now ask students to compose their own essay. Direct students to use the documents they were provided, and to follow the writing guides they were given. Help students pace themselves to complete the assigned paragraphs. If some students are working more slowly than the rest of the class, invite them to continue writing as you start a discussion with the majority who will have finished.

(IV) REFLECTION (Slide 17)

Summarizing the topic - Ask students to talk about what they accomplished in Investigation Two in pairs or small groups:

- (1) What do you feel most confident about?
- (2) What part of this process do you like most?
- (3) What do you feel is missing?
- (4) Did you prefer the content in this investigation more than that of the last?

APPENDIX O: COMPARISON CONDITION: LESSON PLANS – INV.THREE

Investigation Three - Day 1: Background Information (40-minutes)

Learning Objective: (Powerpoint – Slide 2)

Learn relevant background information about the Mexican American War

- a) *Events that shaped the historical controversy*
- b) *Attacked in the Gulf of Tonkin*
- c) *Statements by Secretary of Defense Robert McNamara*
- d) *Pursing military action in Southeast Asia*
- e) *The Gulf of Tonkin Resolution*

Materials:

- Gulf of Tonkin Incident – Document Set (background document)
 - Investigation 3 – Powerpoint (slides 1 – 4)
-

(I) INTRODUCTION: ENGAGING IN HIST. ARGUMENTS (Slide 3)

Overview: Explain to students that over the next week they are going to engage in a third historical argument about the Gulf of Tonkin Incident. Tell students that the Gulf of Tonkin Incident was another very controversial incident in American history. This week we will examine the events that led up to, and followed the incidents in the Gulf of Tonkin.

(II) THE HISTORICAL QUESTION (Slide 4)

Overview: Introduce the historical question to students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

(III) BACKGROUND INFORMATION (Slide 5)

Overview: Read the background content to the classroom (separate out what they are supposed to know) and highlight the following 5 points in the background information:

- *Events that Shaped the Historical Controversy* – On August 4, 1964, President Lyndon Johnson announced that the North Vietnamese had attacked U.S. ships in the Gulf of Tonkin. This was the 2nd attack in two days and caused the United States great concern. Johnson sent airplanes against the North Vietnamese and asked Congress for a resolution that supported his actions. Congress authorized the President to take “all necessary measures to repel any armed attack against the

forces of the United States and to prevent further aggression” in the Tonkin Gulf Resolution. The vote in the Senate on August 7 was 88-2 with only Senators Wayne Morse and Ernest Gruening opposing the joint resolution “to promote the maintenance of international peace and security in southeast Asia.”

- Statements by Secretary of Defense Robert McNamara – Along with President Johnson, Secretary of Defense Robert McNamara reported that both attacks in the Gulf of Tonkin were unquestionable and unprovoked by the United States. Many in the administration believed these attacks demonstrated further evidence that the North Vietnamese regime was growing more and more aggressive and needed to be stopped.
- Pursuing military action in Southeast Asia – However, the National Security Advisor later reported that, “*On the first attack, the evidence would be pretty good. On the second one the amount of evidence we have today is less than we had yesterday. This resulted primarily from correlating [connecting] bits and pieces of information removing double counting and mistaken signals. This much seemed certain: There was an attack. How many PT boats were involved, how many torpedoes were fired...all this was still somewhat uncertain. This matter may be of some importance since Hanoi has denied making the second attack.*” In short, not even the administration was certain that both attacks had occurred, and moreover, no Americans were hurt in the supposed attacks, and there was limited damage to US Military Vessels. As a result, many Americans believed they should withhold from pursuing a major military response before they knew for certain what occurred in the Gulf of Tonkin.
- The Gulf of Tonkin Resolution - Although many US officials warned against a direct military response, President Johnson used the Gulf of Tonkin Incident to convince the American public along with Congress to pursue military action against North Vietnam. On August 7th Congress passed the Gulf of Tonkin Resolution. The resolution granted President Johnson the power to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression in the region.

(IV) DEBRIEFING DAY 1 – BACKGROUND (Slide 6)

- Return to the historical question and ask students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?**
- Ask students to discuss why the Gulf of Tonkin Incident was a controversial historical topic?
- Take a straw poll to determine where students stand on the historical controversy.

Investigation Three - Day 2: Reading Primary Source Documents (40-minutes)

Learning Objective: (Powerpoint - Slide 8)

Prepare for historical arguments by examining the two primary source documents

- a) *Document 1: President Johnson's Address to Congress*
- b) *Document 2: Statement by Senator Wayne Morse*

Materials:

- Gulf of Tonkin Incident – Document Set (Document 1 and 2)
 - Overhead projector and markers
-

(I) THE HISTORICAL QUESTION (Slide 9)

Overview: Reintroduce the historical question to students: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

(II) READ DOCUMENT 1: President Johnson's Address to Congress (Slide 10)

Overview: Place Document 1: President Johnson's Address to Congress on the overhead projector and read it aloud to the students.

Classroom Activity:

- Use the overhead to make your reading visible. Demonstrate to students how to identify the "Head Note, the Source, and the Author information."
- Encourage students to actively read along in their document sets and think about why President Johnson believed it was necessary to use force in response to the attacks in the Gulf of Tonkin in 1964.

(III) READ DOCUMENT 2: Statement by Senator Wayne Morse (Slide 11)

Overview: Place Document 2: Statement by Senator Wayne Morse on the overhead projector and read it aloud to the students.

Classroom Activity:

- Similarly, use the overhead to make your reading visible. Identify the same features that you had in Document 1. Discuss the document and ask students to

think about reasons why Senator Wayne Morse did not want to use force in response to the Gulf of Tonkin Incidents in 1964.

(V) DEBRIEFING DAY 2 – READING PRIMARY SOURCE DOCUMENTS (Slide 12)

- Ask students to talk about the features in the documents and cite what the authors' roles were in the historical controversy.
- Provide time for students to ask questions about the features of the documents.

Investigation Three - Day 3 and 4: Engaging in Argumentative Discussion (40-minutes)

****Note for Investigation Three – Students will no longer be provided guided response packets to record information or support discussions. Students will make 4-square graphic organizers and use the commonly referenced 5 W’s (who, what, when, where, and why) to clarify meaning. This will help them prepare to take notes on posttest materials and construct their argumentative essays more independently.**

Learning Objective:

Developing historical arguments through argumentative discussions

- a) *Introduce students to the 5 W’s rule and connect it to the questions they were previously asking about the documents.*
- b) *Discuss the questions and highlight: (1) What happened and When did it happen, (2) Who were the major characters involved, , (3) Why did the Author present their message, (4) Where did the Author stand on the historical controversy?*
- c) *Use Documents 1 and 2 to complete the 5 W’s*
- d) *Participate in structured argumentative discussions*

Materials:

- Gulf of Tonkin Incident – Document Sets (Document 1 and 2)
- Note paper
- White boards

(I) USING THE 5 W’S AND THE 4-SQUARE GRAPHIC ORGANIZER TO FACILITATE DISCUSSIONS: INTRODUCTION

Overview: Tell students that today they will be transitioning to a different set of guided response questions that are similar to the ones they used during Investigations One and Two. They will also be constructing a 4-square graphic organizer to help them organize the information they take from the documents and discussion. The 4-square organizer will not only help them organize their information, but will also help them gain a better understanding of the historical content, and prepare them to write their essays more independently. Demonstrate how to draw a 4-square organizer on the whiteboard.

Overview: After demonstrating how to draw the 4-square organizer, talk about the 5 W’s, meaning, and show students how to place all 5 W’s in the 4-square organizer.

- The purpose of the 5 W’s is still to assist students in understanding both perspectives in the historical investigation and to deliberate about which side offers the most reasonable historical argument.

(II) EXPANDING BACKGROUND KNOWLEDGE (WHAT HAPPENED AND WHEN DID IT HAPPEN?)

Overview: Tell students to look at the background document in their document sets. Emphasize to students that it is important to understand the context of the historical era. If we think about the terms: Domino Effect and Communism, and the implications of this belief, we can better understand the United State’s reasoning for pursuing force in response to the Gulf of Tonkin Incidents. We may also observe reasons why the United States may have embellished what actually happened in the Gulf of Tonkin.

Guiding Questions:

- Look at the background information, give students several minutes to read then ask students: What was going on in the world in 1964 and why was it such a concern for the United States? **Open the question up to discussion.**
- Similarly, ask students to think about the statements from the National Security Advisor and how they changed from earlier reports about the supposed attacks in the Gulf of Tonkin? **Open the question up to discussion.**
- Prompt students to fill-in the What/When square in their 4-square organizers.

(II) IDENTIFYING MAJOR CHARACTERS IN DOCUMENTS 1 AND 2 (WHO WAS INVOLVED?)

Overview: Now, have students examine Document 1 and 2. In their organizers, have them list the major characters President Johnson and Senator Morse identify in their messages.

Guiding Questions:

- Ask students, how were these characters affected in this historical event? **Open the question up to discussion.**
- Begin to draw connections between the background information and characters in document 1 and 2.
- Prompt students to complete question 2 in their packets as they discuss the characters and offer feedback.

(IV) AUTHOR’S PURPOSE (WHY DID THEY DELIVER THEIR MESSAGE?)

Overview: Next, prompt students to think about the author’s statements and why they made these statements in the document? Have them examine the head note, along with other textual features in the documents to help them identify why the author wrote the document.

Guiding Questions:

- Ask students: who is the author making statements to and why would he make these statements to this population?

Johnson	Morse
The author is telling the reader that...	The author is telling the reader that...
On August 5, 1964 twice in two days the North Vietnamese had attacked United States warships in the Gulf of Tonkin.	Our government has no right to send American boys to their death in any battlefield without a declaration of war. And no war has been declared in Southeast Asia...
The latest actions of the North Vietnamese have given a new and grave turn to the already serious situation in Southeast Asia. In recent months, these actions have become steadily more threatening.	I don't know why we think, just because we are mighty, that we have the right to try to substitute might for right.
I should now ask the Congress to join in affirming the national determination that all such attacks will be met, and that the United States will continue in its basic policy of assisting the free nations of the area to defend their freedom.	This doesn't mean that the president can go ahead and send additional troops over there without consulting us [Congress]...I most respectfully said that's just nonsense. I have complete faith in the ability of the American people to follow the facts if you'll give them. My charge against my government is we're not giving the American people the facts.

- Ask students, what is the author trying to tell us in the document and why?
Open the question up to discussion.
- Prompt students to fill-out the why box in their 4-square organizer both during and after the discussions.

(V) IDENTIFYING THE AUTHOR'S POSITION (WHERE DO THEY STAND?)

Overview: Next, work with students to determine what the author's position is on the historical controversy in each document.

Guiding Questions:

- Ask students, does President Johnson believe it is right to use force in response to the Gulf of Tonkin Incidents? **Open the question up to discussion.**
- What about Senator Morse? What is his stance on using force? Does his statement directly tell us that he is against using force?
- How would using force in North Vietnam affect the President and/or Senator Morse?

- Be sure to communicate to the students that their answers must be supported with evidence (i.e., have them point-out how they know where the author stands on the issue).
- Prompt students to complete the where box in their 4-square organizers.

(V) DEBRIEFING DAY 3 & 4 – ENGAGING IN ARGUMENTATIVE DISCUSSIONS

- Review the 5 W's and the contents provided in the 4-square graphic organizers with students.
- Take a straw poll and determine where students stand on the historical topic – ask 1 or 2 students to give their stance and support that stance with facts.

Investigation Three - Day 5: Writing an Argument Essay (40 – minutes)

Learning Objective: (Slide 13)

Constructing a written response to the historical question

- a) *Overview of the Writing Assignment*
- b) *Writing an Argument Essay*
- c) *Reflection*

Materials:

- Investigation One – Document Sets
 - Self-constructed 4-square graphic organizers
-

(I) OVERVIEW OF THE WRITING ASSIGNMENT: (Slide 14)

Teacher: Tell students that today they are going to construct a written response to the historical question: **Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964?** Read the documents and develop an argument that considers both sides of the issue in response to the Gulf of Tonkin Incident in 1964: If you were a member of Congress at the time this event unfolded would you have voted for or against using force in response to the Gulf of Tonkin Incident? Use evidence from the documents to support your argument.

- Document sets – Background Information, and Documents 1 and 2
- 4-square graphic organizer

(II) WRITING AN ARGUMENTATIVE ESSAY (Slide 15)

Teacher: Now ask students to compose their own essay. Direct students to use the documents they were provided, and to follow the writing guides they were given. Help students pace themselves to complete the assigned paragraphs. If some students are working more slowly than the rest of the class, invite them to continue writing as you start a discussion with the majority who will have finished.

(IV) REFLECTION (Slide 16)

Summarizing the topic - Ask students to talk about what they accomplished in Investigation Three in pairs or small groups:

- (1) What do you feel most confident about?
- (2) What part of this process do you like most?
- (3) What do you feel is missing?
- (4) Did you prefer the content in this investigation more than that of the last?

Guided Response Questions – Document 1

- 1) **What is going on in the United States during this time period that causes the author of the document to be concerned? (Use the background information to help you explain)**

- 2) **Identify and list the major characters the author talks about in the document (Explain how these characters are affected by the historical event).**

Characters	How are they affected?
1.	
2.	
3.	

- 3) **What is the author's purpose for writing this document? (Think about why the author constructed this document).**

- 4) **Think about the author's statements, where does he/she stand on the historical question?**

- 5) **What is the Main or Big Idea in the document? (In one or two sentences, summarize this point).**

A.

- 6) **List several details (at least three) from the document that explain/support the Main or Big Idea.**

I.

II.

Guided Response Questions – Document 2

- 1) What is going on in the United States during this time period that causes the author of the document to be concerned? (Use the background information to help you explain)

- 2) Identify and list the major characters the author talks about in the document (Explain how these characters are affected by the historical event).

	Characters	How are they affected?
1.		
2.		
3.		

- 3) What is the author's purpose for writing this document? (Think about why the author constructed this document).

- 4) Think about the author's statements, where does he/she stand on the historical question?

- 5) What is the Main or Big Idea in the document? (In one or two sentences, summarize this point).

A.

- 6) List several details (at least three) from the document that explain/support the Main or Big Idea.

I.

II.

4-Square Graphic Organizer

What/When	Who
Why	Where

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

APPENDIX Q: CC - FIDELITY OF IMPLEMENTATION PROTOCOLS: INV. ONE

**Indian Removal, Day 1 Observation Protocol:
Background information**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 2)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher introduces the purpose for writing historical arguments.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	5	<p>The teacher provides an overview of the DARE mnemonic.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., uses the powerpoint slide or references the Guidelines for Writing Historical Arguments checklist)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
		<p>The teacher presents the historical question and frames the controversy for students.</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

4	3	<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (mentions the controversy and why it is important to investigate)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	3	<p>The teacher reviews the historical context for the investigation and highlights key points in the background information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., of the 5 key points – Slide 5, circle the % of points that were completed).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	3	<p>The teacher shows an understanding of the historical topic or content when presenting the information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions to determine their comprehension).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
8	4	<p>The teacher debriefs at the end of the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., reviews what we have done so far).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Indian Removal, Day 2 Observation Protocol:
Reading Primary Source Documents**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 8)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher explains the focus for the day is on using primary source documents to enhance historical understanding.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., 2nd item of LP; Slide 9)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	3	<p>The teacher reintroduces the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher introduces students to Document 1: Andrew Jackson's Message to Congress on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	1a	<p>The teacher introduces students to Document 2: Statements of the Missionaries on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	2	<p>The teacher provides guidance or feedback to students as they read the documents out-loud (e.g., by asking questions to direct students' attention, by making comments to the entire class about the documents, by making comments to individual students or groups as they work).</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding by debriefing about the kind of documents they are reading from.</p> <p>A) The teacher does this (circle one). Yes/No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher does this effectively (e.g., asks students what kind of documents they are reading and asking students to share answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
8	5	<p>The teacher attempts to involve students in the lesson.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared on task in the lesson when previewing and reading the two primary source documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary:</i></p>
9	2	<p>The teacher debriefs the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells that today's work will be used tomorrow, works with students to review and summarize the content in Documents 1 and 2).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary:</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Indian Removal, Day 3 and 4 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 3.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	4	<p>The teacher reviews the DARE mnemonic and works together with students to complete letters D and A for Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., first two items of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1b	<p>The teacher shares that the focus for the next two days will be on using guided response questions to examine Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes / No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using guided response questions to understand Document 1. Yes/No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
5	1a	<p>The teacher reviews and expands upon background information about Indian Removal from Day 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher returns to the background information from Day 1, reviews the context for Indian Removal and discusses the relationship between the author of Document 1 and 2 and the historical event).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	5	<p>The teacher discusses the importance of identifying major characters in the two Documents and provides students an opportunity to identify major characters in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (teacher talks about the role of historical actors in Indian Removal and prompts students to identify significant role players in the historical event and in each of the two Documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
7		<p>The teacher introduces the concept of author's purpose and prompts students to think about why the author constructed/presented the document.</p> <p>A) The teacher does this (circle one). Yes/No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
8	3	<p>The teacher reintroduces the historical question then prompts students to think about the author's position in the historical controversy in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (teacher reviews the two positions in the historical question and prompts students to think about what position the author of each Document takes).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><u><i>Comments:</i></u></p>
9	2	<p>The teacher discusses a strategy for finding Main/Big Ideas in Documents and works together with students to identify the Main/Big Ideas in Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., teacher points out that main/big ideas are often found in the first and or second sentence of the 1st paragraph).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
10	3	<p>The teacher talks about "details" and how they support or expand upon the Main/Big Ideas in Documents then works with students to identify supporting details in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><u>Comments:</u></p>
11	5	<p>The teacher engages students in discussions (e.g., teacher's role is limited to facilitator and reactivating discussions if/or when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
12	2	<p>The teacher checks for student understanding of Document 1 and 2 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues, asks students to share out answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
13	2	<p>The teacher checks for student understanding by debriefing about the kinds of guided response questions used to examine Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the three argumentative schemes and critical questions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
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0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Indian Removal, Day 5 Observation Protocol:
Writing an Argument Essay**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher establishes the goal for the day is to write a response to the historical question.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells students that today they are going to construct a written response to the question: Did the United States government have a right to remove the Cherokee Indians from their land; Slide 14).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
2	1c	<p>The teacher reviews the DARE mnemonic and reminds students to use provided materials (e.g., document sets, Guidelines for Writing a Historical Argument [checklist], and response packets) as they write.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., remind students to use the various materials and resources to help them construct their argument essays; Slide 15).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
3	2	<p>The teacher supports students as they compose their historical arguments.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (e.g., directs students to use documents, helps monitor time for writing, encourages students to use both sheets of paper provided).</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
4	2	<p>The teacher checks for student understanding by debriefing the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students what they are confident about, what they like and did not like the most, asks students to reflect on the entire investigation; Slide 17).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
5	4	<p>The teacher completed the lesson in the suggested time.</p> <p>A) The teacher did this. Yes/No/NA</p> <p>B) If the teacher did not complete the lesson in the given time, were the changes in pacing responsive to students needs (e.g., provided students additional writing time to complete essays)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

APPENDIX R: CC - FIDELITY OF IMPLEMENTATION PROTOCOLS: INV.TWO

**Mexican American War, Day 1 Observation Protocol:
Background information**

Teacher:

Observer:

Mod:

Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 2)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher introduces the purpose for writing historical arguments.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	5	<p>The teacher provides a review of the DARE mnemonic.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., uses the powerpoint slide or references the Guidelines for Writing Historical Arguments checklist)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
		<p>The teacher presents the historical question and frames the controversy for students.</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

4	3	<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (mentions the controversy and why it is important to investigate)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	3	<p>The teacher reviews the historical context for the investigation and highlights key points in the background information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., of the 5 key points – Slide 5, circle the % of points that were completed).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	3	<p>The teacher shows an understanding of the historical topic or content when presenting the information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions to determine their comprehension).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
8	4	<p>The teacher debriefs at the end of the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., reviews what we have done so far).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Mexican American War, Day 2 Observation Protocol:
Reading Primary Source Documents**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 8)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher explains the focus for the day is on using primary source documents to enhance historical understanding.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., 2nd item of LP; Slide 9)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	3	<p>The teacher reintroduces the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher introduces students to Document 1: President Polk's Message on War with Mexico on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
5	1a	<p>The teacher introduces students to Document 2: Statement by Representative Joshua Giddings on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	2	<p>The teacher provides guidance or feedback to students as they read the documents out-loud (e.g., by asking questions to direct students' attention, by making comments to the entire class about the documents, by making comments to individual students or groups as they work).</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
7	5	<p>The teacher attempts to involve students in the lesson.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared on task in</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		the lesson when previewing and reading the two primary source documents). <i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i> <i>No comment necessary:</i>
8	2	The teacher debriefs the lesson A) The teacher does this (circle one). Yes/No B) The teacher does this effectively (e.g., tells that today's work will be used tomorrow, works with students to review and summarize the content in Documents 1 and 2). <i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i> <i>No comment necessary:</i>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Mexican American War, Day 3 and 4 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:

Observer:

Mod:

Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 3.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	4	<p>The teacher reviews the DARE mnemonic and works together with students to complete letters D and A for Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., first two items of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1b	<p>The teacher shares that the focus for the next two days will be on using guided response questions to examine Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes / No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher connects Developing a stance, Adding facts/details to support your standpoint, and using guided response questions to understand Document 1. Yes/No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
5	1a	<p>The teacher reviews and expands upon background information about the Mexican American War from Day 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher returns to the background information from Day 1, reviews the context for the Mexican American War and discusses the relationship between the author of Document 1 and 2 and the historical event).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
6	5	<p>The teacher discusses the importance of identifying major characters in the two Documents and provides students an opportunity to identify major characters in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (teacher talks about the role of historical actors in the Mexican American War and prompts students to identify significant role players in the historical event and in each of the two Documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
7		<p>The teacher introduces the concept of author's purpose and prompts students to think about why the author constructed/presented the document.</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
8	3	<p>The teacher reintroduces the historical question then prompts students to think about the author's position in the historical controversy in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (teacher reviews the two positions in the historical question and prompts students to think about what position the author of each Document takes).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><u>Comments:</u></p>
9	2	<p>The teacher discusses a strategy for finding Main/Big Ideas in Documents and works together with students to identify the Main/Big Ideas in Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., teacher points out that main/big ideas are often found in the first and or second sentence of the 1st paragraph).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
10	3	<p>The teacher talks about "details" and how they support or expand upon the Main/Big Ideas in Documents then works with students to identify supporting details in Documents 1 and 2.</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><u>Comments:</u></p>
11	5	<p>The teacher engages students in discussions (e.g., teacher's role is limited to facilitator and reactivating discussions if/or when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively. (circle the % of students who were involved in small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
12	2	<p>The teacher checks for student understanding of Document 1 and 2 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues, asks students to share out answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
13	2	<p>The teacher checks for student understanding by debriefing about the kinds of guided response questions used to examine Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the guided response questions).</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Disagree Strongly</i>	0	25	50	75	100	<i>Agree</i>
		<i>Strongly</i>						
		<i>Comments:</i>						

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Mexican American War, Day 5 Observation Protocol:
Writing an Argument Essay**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher establishes the goal for the day is to write a response to the historical question.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells students that today they are going to construct a written response to the question: Did the United States government have a reasonable (or unreasonable argument for going to war with Mexico; Slide 14).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
2	1c	<p>The teacher reviews the DARE mnemonic and reminds students to use provided materials (e.g., document sets, Guidelines for Writing a Historical Argument [checklist], and response packets) as they write.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., remind students to use the various materials and resources to help them construct their argument essays; Slide 15).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
3	2	<p>The teacher supports students as they compose their historical arguments.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (e.g., directs students to use documents, helps monitor time for writing, encourages students to use both sheets of paper provided).</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
4	2	<p>The teacher checks for student understanding by debriefing the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students what they are confident about, what they like and did not like the most, asks students to reflect on the entire investigation; Slide 17).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
5	4	<p>The teacher completed the lesson in the suggested time.</p> <p>A) The teacher did this. Yes/No/NA</p> <p>B) If the teacher did not complete the lesson in the given time, were the changes in pacing responsive to students needs (e.g., provided students additional writing time to complete essays)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

APPENDIX S: CC - FIDELITY OF IMPLEMENTATION PROTOCOLS: INV.THREE

**Gulf of Tonkin Incident, Day 1 Observation Protocol:
Background information**

Teacher:

Observer:

Mod:

Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 1.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 2)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	4	<p>The teacher introduces the purpose for writing historical arguments.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	5	<p>The teacher provides a review of the DARE mnemonic.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., uses the powerpoint slide or references the Guidelines for Writing Historical Arguments checklist)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
		<p>The teacher presents the historical question and frames the controversy for students.</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

4	3	<p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (mentions the controversy and why it is important to investigate)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	3	<p>The teacher reviews the historical context for the investigation and highlights key points in the background information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., of the 5 key points – Slide 5, circle the % of points that were completed).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
6	3	<p>The teacher shows an understanding of the historical topic or content when presenting the information.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher checks for student understanding throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions to determine their comprehension).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
8	4	<p>The teacher debriefs at the end of the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., reviews what we have done so far).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Gulf of Tonkin Incident, Day 2 Observation Protocol:
Reading Primary Source Documents**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP; slide 8)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
1	4	<p>The teacher explains the focus for the day is on using primary source documents to enhance historical understanding.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., 2nd item of LP; Slide 9)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher reintroduces the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
4	1a	<p>The teacher introduces students to Document 1: President Johnson's Address to Congress on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
4	1a	<p>The teacher introduces students to Document 2: Statement by Senator Wayne Morse on the overhead projector.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher reads the document out-loud to students in the class and/or assigns a student or students to read the document out-loud as their peers follow along).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
7	2	<p>The teacher provides guidance or feedback to students as they read the documents out-loud (e.g., by asking questions to direct students' attention, by making comments to the entire class about the documents, by making comments to individual students or groups as they work).</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
8	5	<p>The teacher attempts to involve students in the lesson.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (circle the % of students who appeared on task in</p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		the lesson when previewing and reading the two primary source documents). <i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i> <i>No comment necessary:</i>
9	2	The teacher debriefs the lesson A) The teacher does this (circle one). Yes/No B) The teacher does this effectively (e.g., tells that today's work will be used tomorrow, works with students to review and summarize the content in Documents 1 and 2). <i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i> <i>No comment necessary:</i>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Gulf of Tonkin Incident, Day 3 and 4 Observation Protocol:
Engaging Students in Argumentative Discussion**

Teacher:
Mod:

Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher introduces the learning objectives for Day 3.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (first item of LP)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
2	3	<p>The teacher presents the inquiry question for the investigation.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (circle one #).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>
3	1b	<p>The teacher shares that the focus for the next two days will be on using the 5 W's to examine Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher introduces the 5 W's to students and connects the concept of asking who, what, when, where, and why to the guided response questions they used in the previous two investigations. (circle one) Yes/No</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

4	1a	<p>The teacher reviews and expands upon background information (<u>What</u> happened and <u>When</u> did it happen) from Day 1.</p> <p>A) The teacher does this (circle one). Yes / No</p> <p>B) The teacher does this effectively (e.g., teacher returns to the background information from Day 1, reviews the context for the Gulf of Tonkin Incident and discusses the relationship between the author of Document 1 and 2 and the historical event).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
5	5	<p>The teacher discusses the importance of identifying major characters (<u>Who</u> was involved) in the two Documents and provides students an opportunity to identify major characters in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (teacher talks about the role of historical actors in the Gulf of Tonkin Incident and prompts students to identify significant role players in the historical event and in each of the two Documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comments necessary</i></p>
6		<p>The teacher introduces the concept of author's purpose (<u>Why</u> did they deliver their message) and prompts students to think about <u>Why</u> the author constructed/presented the Document.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively.</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
7	3	<p>The teacher reintroduces the historical question then prompts students to think about the author's position (<u>Where</u> do they stand) in the historical controversy in Documents 1 and 2.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (teacher reviews the two positions in the historical question and prompts students to think about what position the author of each Document takes).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><u>Comments:</u></p>
8	5	<p>The teacher engages students in discussions (e.g., teacher's role is limited to facilitator and reactivating discussions if/or when student participation wanes).</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively. (circle the % of students who were involved in small-group discussions).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary</i></p>
9	2	<p>The teacher checks for student understanding of Document 1 and 2 throughout the lesson.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., clarifies student questions, prompts students to examine specific details and context clues, asks students to share out answers).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Comments:</i>
10	2	<p>The teacher checks for student understanding by debriefing about the 5 W's and how they were used to examine Documents 1 and 2.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students questions pertaining to the 5 W's and how they can be used to examine historical documents).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

**Gulf of Tonkin Incident, Day 5 Observation Protocol:
Writing an Argument Essay**

Teacher:
Mod:


Observer:
Date:

Item #	Fid. #	Questions
1	4	<p>The teacher establishes the goal for the day is to write a response to the historical question.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., tells students that today they are going to construct a written response to the question: Would you have voted for or against using force in response to the Gulf of Tonkin Incident in 1964; Slide 14).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>No comment necessary:</i></p>
2	1c	<p>The teacher reminds students to use provided materials (e.g., document sets, 4-square graphic organizer) as they write.</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., remind students to use the various materials and resources to help them construct their argument essays; Slide 15).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree Strongly</i></p> <p><i>Comments:</i></p>
3	2	<p>The teacher supports students as they compose their historical arguments.</p> <p>A) The teacher does this. Yes/No</p> <p>B) The teacher does this effectively (e.g., directs students to use documents, helps monitor time for writing, encourages students to use both sheets of paper provided).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p>

0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.	25—50—75	100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.
25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.	50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.	75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.

		<i>Strongly</i>
		<i>Comments:</i>
4	2	<p>The teacher checks for student understanding by debriefing the lesson</p> <p>A) The teacher does this (circle one). Yes/No</p> <p>B) The teacher does this effectively (e.g., asks students what they are confident about, what they like and did not like the most, asks students to reflect on the entire investigation; Slide 17).</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>Comments:</i></p>
5	4	<p>The teacher completed the lesson in the suggested time.</p> <p>A) The teacher did this. Yes/No/NA</p> <p>B) If the teacher did not complete the lesson in the given time, were the changes in pacing responsive to students needs (e.g., provided students additional writing time to complete essays)</p> <p><i>Disagree Strongly</i> 0 25 50 75 100 <i>Agree</i></p> <p><i>Strongly</i></p> <p><i>No comment necessary:</i></p>

<p>0 Teacher's actions are inappropriate, inconsistent with the intent of this item, or will confuse students.</p>	<p>25—50—75</p>	<p>100 The teacher's actions are appropriate, consistent with the intent of this item, or give students opportunity to learn. Teacher demonstrates proficiency.</p>
<p>25 - Something was misrepresented, or several elements were missing, perhaps leading to confusion. Students had the opportunity to reach some/one intended outcomes.</p>	<p>50-- Something was misrepresented or two key elements were missing, perhaps leading to student confusion. Students had opportunity to reach most intended outcomes.</p>	<p>75-- Something minor is missing or out of sequence, leading to gaps in learning. Students had to opportunity to reach nearly all of the intended outcomes of this portion of lesson.</p>



Guidelines for Writing a Historical Argument

When writing your essay, **DARE** to take a stance on the historical controversy:

- **D**evelop a stance about the historical controversy.
 - **A**dd evidence from the documents to support your stance (at least 3 facts)
 - **R**ebut arguments from the other-side by:
 - 1st: ***Identifying*** the other-sides Stance (AND)
 - 2nd: ***Using evidence*** to highlight Its Weaknesses!
 - **E**nd by restating your stance on the historical controversy.
-

Develop a stance on the historical topic

--

Add facts/evidence from the documents to support your stance

I.
II.
III.
IV.

Rebut arguments from the other-side by:

Identifying the other-side's argument...

Use evidence to highlight weaknesses in the other-side's argument...

End by restating your stance on the historical controversy

APPENDIX U: CONTENT KNOWLEDGE ASSESSMENT

Name: _____ Date: _____

Teacher: _____ Period: _____

How much do you know about American History? Show how much you can remember!

Word Bank:

Andrew Jackson	Abraham Lincoln	Lyndon Johnson
Atlantic Ocean	Baby Boom	Manifest Destiny
Gulf of Tonkin	John Marshall	Communism
Expansionism	Socialism	Opportunity

1. What did President Jackson state was the main reason for removing the Cherokee Indians from their lands in the Southeastern part of the United States?
 - a) To build settlements
 - b) To protect the country
 - c) To save the Indians
 - d) To increase farming land
2. Jackson stated that the Indians inability to **assimilate** would doom them to weakness and decay. Identify and circle the synonym for **assimilate**
 - a) Adapt
 - b) Rebel
 - c) Go against
 - c) Live alone
3. Chief Justice of the Supreme Court _____ ruled in favor of the Indians stating that the state of Georgia could not take the Indian's land.
4. The Mexican government agreed to sell the United States modern day California and New Mexico so that they would not have to go to war with the US.

10. America was a growing and well-off country after World War II ended. What word below is an antonym (the opposite meaning) for prosperous?

- | | |
|------------------|----------------------|
| a) Thriving | b) Successful |
| c) Deteriorating | d) None of the Above |

11. President _____ believed the attacks on American ships in the _____ were deliberate and required an immediate military response.

12. One of the main reasons the United States wanted to get involved in the Vietnam War was to stop the spread of _____.

APPENDIX V: READING COMPREHENSION TEST

Name: _____

Date: _____

Teacher _____

Period: _____

1. What did Americans have more of in the 1950s?

2. What did Americans have less of, in the 1950s?

3. Were opportunities *expanding* or becoming *more limited* for Americans? (List an example to support your answer.)

4. Describe one sign of prosperity noted by the author of Document 1.

5. Write one reason why this improvement might be helpful to people.

6. Write one reason why this improvement might turn out to be harmful to people.

7. Did the baby boom that occurred during the mid-1940s through the 1950s have a positive or a negative effect on the American economy?

8. Describe one condition from Document 2 that shows how life was getting harder for Americans in the 1940s and 1950s.

9. What is the author's purpose for writing Document 2?

- a) To inform readers about a certain situation that exists
- b) To entertain the reader
- c) To communicate their opinion
- d) To make a complaint

10. Why does it matter if some people benefit from changes in society while other people do not benefit?

APPENDIX W: MEASURES OF SOCIAL VALIDITY

Interview Questions for Students

1. Do you feel that you learned more from discussing topics in history rather than learning about facts and details from a textbook?
2. Why was this method of instruction helpful for you (or why was the method of instruction not helpful)?
3. What did you like most about this type of instruction? What did you like least?
4. Did you feel the types of questions you used to discuss the historical topics helped you learn more about them?
5. Has this method of instruction changed the way you feel about history?
6. Has this method of instruction changed the way you feel about writing?
7. Would you recommend teaching this approach to historical to other students?
8. What changes would you make to this method of instruction?
9. Did you like the way your teachers discussed historical topics with you? If not, can you suggest changes for how it is presented in the classroom?

Interview Questions for Teachers

1. Do you feel this method of instruction made learning historical content easier for your students? Why or why not?
2. What did you like most about this type of instruction? What did you like least?
3. Were there parts of the instruction that you felt were particularly helpful to students?
4. Is this a method of instruction you would continue to use and recommend to other teachers? Why or why not?
5. How do you feel the instruction could be improved?
6. Regarding instructional materials how was this approach different from what is normally practiced in your classroom?
7. Have students' grades improved and/or have you observed improvement in the writing skills of your students from preinstruction to postinstruction?
8. Did you notice a difference in your students' level of enthusiasm of writing during this instructional process?

APPENDIX X: GENERIC QUALITY SCORING INDEX (PSSA)

PSSA Domain Rubric for Writing

Domain Descriptions					
	Focus	Content	Organization	Style	Conventions
	The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts; examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation
Domain Scoring Points and Descriptions					
PL	Focus	Content	Organization	Style	Conventions
4	Sharp, distinct controlling point made about a single topic with evident awareness of task	Substantial, specific; and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of intent arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

APPENDIX Y: ANALYTIC RUBRIC OF HISTORICAL THINKING

	Substantiation	Perspective Recognition	Contextualization	Rebuttal
4	(a) Facts/quotes are explained AND linked <i>explicitly</i> to a conclusion. AND Explanations are consistently accurate.	(a) Evaluates the authors' perspectives (e.g., discusses reliability/ trustworthiness) OR (b) Reconciles multiple authors' perspectives (e.g., compares the ideas in the documents)	(a) Integrates background information and evidence from the documents in an explanation or conclusion. OR (b) Uses background information and evidence from the documents together to draw a conclusion or make an inference.	Opposing side claims are clearly presented and drawn from the documents. Writer does not simply consider an opposing side but offers an explicit rebuttal, evaluation of evidence, or reconciliation of opposing views.
3	(a) Facts/quotes are presented without explanation, but are <i>explicitly</i> linked to a conclusion. OR (b) Facts/quotes are explained but not explicitly linked to a conclusion. AND At least one explanation is accurate.	(a) Describes author's perspective in a way that recognizes text as the author's point of view <i>Note: The author's name does not have to be mentioned</i>	(a) Describes background information alongside the evidence from the documents without explicitly connecting them.	Opposing side claims are presented and drawn from the documents, but there is no explicit justification for choosing one side over the other. The author clearly chooses a position, but stops short of explaining why his/her position follows from what is presented (i.e., opposing sides elaborated but not explicitly rebutted or reconciled).
2	(a) Facts/quotes presented without explanation (may <i>implicitly</i> support a conclusion that is stated). OR (b) Facts/quotes are presented with inaccurate explanations throughout.	(a) Mentions the author(s) (e.g., "According to Lynch..." "The author says...")	(a) Mentions background information in the documents (example)	(a) Opposing side claims are not drawn from the documents. OR (b) An opposing side claims are distinguished or acknowledged, but not elaborated on.
1	(a) Minimal evidence OR (b) Irrelevant evidence OR (c) Transcription of document (and nothing else) <i>Note: There may be a claim</i>	(a) Presents evidence from documents as student's own perspective OR (b) Treats documents as authoritative (e.g., "Document 1 says..." "It says in the document...")	(a) Minimal background information mentioned OR (b) Student uses anachronisms (e.g., makes a chronological mistake or uses information from another time period w/o noting the different era)	(a) No mention of opposing side claims. OR (b) No clear overarching position, so no clear treatment of opposing sides on the issue of the prompt.

2
3 **Recording #1 Discussion:**

4
5 Starting at time: 2:00

6
7 **T-What were they really worried about at that time?**

8
9 They were worried about communism and China

10
11 **T-Yeah, exactly. So these attacks happened, the US was over there patrolling those**
12 **waters, why were they over there?**

13
14 Wasn't it because the French were already there, at the time the French had been there
15 and they gave up, and along come us, and we just fall for it.

16
17 **T-And we went right in, we went right in. But the Gulf of Tonkin itself was,**
18 **remember we looked at the background, there was some question about whether it**
19 **happened. The first attack we know for sure, we're pretty sure it happened. The**
20 **second attack were not so sure of, maybe the second attack didn't happen, Johnson**
21 **said kind of jumped to conclusion and said let's go attack them and get after these**
22 **guys for attacking us. So let's see what Johnson says about these attacks. So the US**
23 **is attacked, pretty clear, unlike the Mexican-American War, similar though.**

24
25 [READS SECTION]

26
27 **T-Okay, so two questions for you guys. Why does Johnson say they were attacked,**
28 **why does he say the US was attacked?**

29
30 The reason why I thought they attacked was they got reports from the ship, and they
31 could have faking it and saying oh we just wanted to start war, we could lie, shoot them
32 and say they shot us, but since they reported that they shot our ship. Another thing that
33 that's funny is that it was just a shot, and one shot, and I know it was an attack on our
34 country, but still, it's just one shot.

35
36 **T-It's just one shot.**

37
38 It could have been an accident. What if he dropped his gun?

39
40 What if he dropped his one of his shooters and hit it, it went off, probably had it in case
41 of emergency.

42
43 **T-Well no, these were boats, the US had a battleship in the water, and there were**
44 **boats in the water from the North Vietnamese, I mean it was pretty clear that they**
45 **attacked those ships, but why would they attack them? Why? Why would the North**
46 **Vietnamese attack the US? Why does Johnson say they attacked them?**

47

48 Well for one thing if they did attack, the only reason why is that they wanted war. And I
49 guess they decided that since Johnson was probably just trying to protect his country.

50 They probably weren't trying to ruin people's lives, they didn't want to kill people, they
51 just wanted to shoot it one time and see if Johnson would actually start a war after it.

52

53 If J has kind of a short fuse or something.

54

55 Yeah, if he gets mad easily.

56

57 They're pushing his buttons.

58

59 Yeah.

60

61 **T-They were testing them out.**

62 Yeah.

63 **T-Okay. Does anybody think that they attacked them just because they didn't want**
64 **them there? They wanted them out of the area?**

65 Yeah, that's the second option, it's probably either of the two, anyway. They were trying
66 to start a war and just didn't want them there. I don't think if you would call it an attack,
67 if it was just a shot, though.

68 **T-So let's just sort of come to an agreement here, that it was some small attack, it**
69 **wasn't anything major, it wasn't bombs fired.**

70 Yeah, it wasn't all of us against you.

71 Yeah, I go for the feet, you go for the head, yeah, you'd go down.

72 **T-Take out the ship. Okay, so let me ask you this. If this was just a small attack,**
73 **why did he blow it out of proportion?**

74 Because he was trying to defend his country. Actually, he shouldn't have gone to war
75 because of it, but he should have been like, this is a warning, do it one more
76 time...because, he was just trying to protect his country.

77 **T-Let's look in the documents, where in the documents does he say, look in there,**
78 **you'll find it. Where does he say that this is a big deal? Does he say that this is a big**
79 **deal?**

80 The whole entire document is words like that.

81 That's what Ms. Rittle asked, like the words would have been like revenge or shot, or
82 attacked, like very verbally or something like that.

83 **T-So she talked about that.**

84 Something like very sad or very mean.

85 Like "attacks". We're victims, is an emotionally charged word.

86 **T-It is an emotionally charged word.**

87 Like the threat "deliberately attacked".

88 **T-Deliberately attacked, yeah. But remember in the documents when he said that
89 this isn't just a jungle war, right?**

90 It's a guerrilla war.

91 It's a struggle for freedom.

92 **T-It's a struggle for freedom, meaning it's not just about going in here and battling
93 these guys in a jungle, it's about what? What's it about?**

94 Him trying to prove himself, kind of?

95 Then he could be president, and when he gets in there it's going to be over fast, but
96 history doesn't follow.

97 **T-Yeah, it didn't. You think he's saying that it's not just about is going over there in
98 this jungle. There's a bigger issue, isn't there?**

99 Yes, it's not just about what he's doing, it's about what happening.

100 **T-Throughout the world, right? It's much bigger. So let's talk about Johnson then.
101 Does he have the best interests of the US in mind, or is he, do you think he's kind of
102 jumping to conclusions and sending people to war? Joe, what do you think? Is he
103 just jumping to conclusions in just one attack, and should we believe what he's
104 saying then?**

105 It's very hard to say. Yeah, he is blowing it out of proportion. Was it really just one shot,
106 or was it a ton of people shooting, and what did they shoot at on purpose? We're they
107 shooting at one person or were they just randomly shoot?

108 They discharged their weapons. They thought it was an opposite ship. They didn't know
109 if, like not opposite ship. They could've thought it was like Russia or somebody.

110 But they said, he said, he was on top, looking down on there and he said that he saw it go
111 the other way. I think he said it was either nothing or we shot them.

112 **T-Yeah, that was James Compton, remember?**

113 He actually said he didn't see anything.

114 **T-Yeah, we looked at that at the back of the documents, he said he didn't see**
115 **anything. So then is Johnson a reliable source? Can we count on what he's saying?**

116 Possibly.

117 **T-Possibly? Why?**

118 This time the president actually could be, because...

119 He was just trying to get there.

120 **T-But why go in? If we think about today, like going into Iraq, why did we go into**
121 **Iraq, what's the benefit?**

122 Terrorists.

123 **T-Well, terrorists...**

124 Freedom.

125 **T-What would be the good thing about going into Iraq, aside from terrorists?**

126 Oil, more jobs.

127 **T-Oil. There's a definite resource there that we could benefit from. Is there**
128 **anything in these jungles that we could benefit from?**

129 Not really.

130 Game? But that's not really much, because in the jungles there's not really, there's
131 monkeys...

132 But who wants to eat monkeys?

133 Ew!

134 **T-Okay, come back in here, okay? Let's bring it back. So why go in there then?**

135 He's just trying to protect, which actually is a pretty good reason, but maybe one shot
136 which the dude didn't even see, I think he should've been like, one more time, maybe.

137 I was thinking that maybe, if there's a first sinking, then maybe.

138 Like in WWI, it took a couple of sinkings, a couple of years, they finally did.

139 And the Americans were neutral in that. But then it took, it took until they pushed and
140 pushed and pushed.

141 This wasn't a sinking, it was one or two shots. In WWI it was two sinkings, but there was
142 something else, there was a third reason.

143 Going back to France, they were there, they pull out, we fix what they've done, and then,
144 friendship forever.

145 **T-With France?**

146 Yeah.

147 **T-So you're saying that he wants to do it to kind of mend...**

148 For closure to France.

149 **T-For closure to France, okay. And that's a possibility. Because really, if we think**
150 **about it here, and maybe you can answer this question for me, why would he have to**
151 **lie? I think a lot of people in the US said, well Bush is lying about WMD. He just**
152 **wants to go in and get oil. But in this situation, what resources are there to gain**
153 **other than stopping communism? And you're saying that it's to develop a**
154 **friendship with France. So let's go back, before we finish up today. What are the**
155 **consequences of using force then? Our central question is then, should we respond**
156 **with force? Joe, should we respond with force, and if we do, what are the**
157 **consequences?**

158 There's always bad consequences in every war.

159 There's bad and good. This could've been about more money too, possibly more land.
160 Because they didn't have a lot of money.

161 **T-Okay let Joe, Joe why don't you finish up talking.**

162 I think that we, not to mention we could lose a lot of good people being beaten over a
163 war, and if they really wanted to start a war that bad, then pushing our buttons, they
164 obviously want to see what we're made of, so let's...maybe we shot them, maybe they
165 didn't shoot at us at all.

166 Yeah, we could've shot them! We don't even know.

167 Either way, Lyndon Johnson was just trying to get what this report says, he was just
168 trying to defend this country, which actually makes him pretty reliable. He was trying to
169 defend his own country.

170 From one shot, not two sinkings, not you know, wasn't really doing anything, it was one
171 shot.

172 One shot.

173 And that's pretty offensive, if you ask me.

174 **T-Yeah, that's a really good point. That is.**

175 It's true, because one shot really pushed his buttons. Really like, he was really trying to
176 defend his country before it could get out of hand.

177 Yeah, because he's afraid, what if he takes another shot, and what if they take a thousand
178 more shots, and then a lot of people die for nothing.

179 Yeah, because people are going to just sit back and watch it.

180 And the president during WWI, he had two sinkings over a period of two or three years,
181 and let it lie.

182 And if LBJ had been president, he probably wouldn't have even done that, he probably
183 would've played as much defense as he could.

184 If he would've done that Germany would have tried to get us into the war. Which
185 probably would've happened.

186 They probably should have responded sooner on those sinkings.

187 Yeah, they should've. Because that would've started it way earlier, the way I look at it,
188 before dying so much, and they gave them so much more time to develop different
189 weapons.

190 **T-Yeah.**

191 What are we talking about? Are we talking about Germany and WWI, or are we talking
192 about this?

193 Germany.

194 This and Germany.

195 **T-Okay, I think that might be it for our discussion today. So let's talk about, if we**
196 **can. Lacey, should we use force, and what are the negative consequences of using**
197 **force in response to these attacks?**

198 This goes with every single war there's ever been, the relationship between the countries.

199 **T-The relationship between the countries? Okay. How about going to war over**
200 **there, why, remember guys, this is halfway around the world.**

201 It takes a lot of supplies, a lot of people...

202 Plus it was our first one that we didn't win. My dad said it was like a tie, basically.

203 It was.

204 It wasn't a loss, but it wasn't a win either.

205 Except Korea.

206 And it takes time, money, medication...

207 And all it was like, we're going to lose, even if you still waste a lot of money, a lot of
208 people...

209 Like today, when we lost our game, we weren't all down about it, we're like, okay, we
210 can go back and try to do this again. But in war you really don't want to go back and try
211 starting another war just because you lost.

212 **T-All right, now let's finish up. I want to ask one more question. So in the end, who**
213 **thinks that we should respond with force to the Gulf of Tonkin incident, the**
214 **attacks? Who thinks we should respond with force?**

215 Maybe we shouldn't but maybe we can...

216 Well it doesn't really matter, because it's a neutral thing, it's opinion, it's not really...

217 **T-Yeah, it's opinion, there's no right or wrong here.**

218 They were going to use force anyways.

219 The reason I wouldn't use force is because maybe there wasn't a shot. This guy was
220 actually looking down and he didn't see anything. And it could've been fast, but you
221 actually see a buzz go by, like he would say he saw a buzz, like a bullet going...

222 **T-So how many of you trust Johnson?**

223 I trust Johnson. I don't trust what he's saying, but I trust that he's trying to defend the
224 country.

225 I do trust him, I mean he got elected. He's doing everything to get elected, he's doing
226 everything to defend this country, whatsoever we should use force.

227 **T-Okay, do the positive consequences of using force over there outweigh the**
228 **negative consequences, yes or no?**

229 I think they kinda do.

230 We can always rebuild, we can always get those resources, and literally, the France
231 things and communism, we're taking more of a bigger picture.

232 **T-Okay, good job today.**

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250 **APPENDIX AB – TRANSCRIBED AUDIO RECORDINGS: INV.TWO, EC**

251 **T-Okay, now today we're looking at Investigation 2, and we're going to look at**
252 **President Polk today, and what Polk said to congress about the war with Mexico. If**
253 **you think about the background, tell me a little bit about the background of the**
254 **investigation of the Mexican-American War. What started that?**

255 It's all because they had a problem agreeing on who had what in the area, so America
256 would say they get most of Texas and Mexico would say they didn't, that they
257 themselves should get all of Texas.

258 **T-So what was the battle about, what were they fighting about?**

259 They were jumping the border?

260 That's today.

261 **T-What were they fighting about in this time? You told me about it, but yeah...**

262 Land.

263 Basically Texas.

264 **T-About that land right there, about that border, about how far that border was,**
265 **who's land it actually was. So let's read in Document 1, President Polk's statement.**

266 [READING DOCUMENT 1]

267 [Picking up at time 3:45]

268 **T-The first question we asked was, can we trust what President Polk is saying? Is he**
269 **a reliable source in this investigation? Let's talk about this.**

270 Not really, he's a politician...

271 **T-Well, let's start with why he is, go ahead, tell me why you think.**

272 People are [Unintelligible] And they're going to be able to tell a story completely
273 inferring that, oh they attacked us so let's go attack them.

274 But they're going to tell us from their point of view, and they're not going to
275 automatically tell the truth. Unless they're a reliable source.

276 **T-So we get in that same kind of scenario as we had last week, was President Polk**
277 **actually at the battle, where the skirmish happened. Was he there?**

278 No.

279 **T-No he wasn't. So who is this guy? I mean, he's the president, but ...**

280 [Unintelligible]

281 Everybody has an opinion on who should be president.

282 They're going to say, well this president did this, and it's kind of hard to tell where
283 you're coming from with two people arguing over it, they have their good sides and their
284 bad sides.

285 **T-How about in this situation, I mean, how many of you agree with Polk that we
286 should've went to war with Mexico over this?**

287 Nobody wants to go to war.

288 I don't, I don't, only because I think this could have been solved more diplomatically
289 than with the war, they could have just talked through them, and talked through it, and
290 until it gets to the very last point, yeah. War kills people.

291 **T-War does kill people.**

292 They might have an argument, but after the war. They're not going to be all of a sudden
293 like "Hi best friend!"

294 You just killed my mother, you're not my best friend!

295 **T-You're right, and you guys are on the right track, I mean, after war occurs, then
296 you have a lot of distance, a lot of angry feeling toward the other side.**

297 The relationship isn't going to be the same afterwards.

298 Yeah, like "You killed my mother, I'm not your best friend anymore."

299 **T-Okay, so let's think about the consequences. If what he's saying is biased, is what
300 he's saying biased at all, in any way.**

301 Yeah.

302 **T-Joe talk about that, why do you think what he's saying might be biased?**

303 I don't know. Well, we don't know if he has any feelings towards the Mexicans. And we
304 don't know [Unintelligible] and he might just be wanted to end something that happens,
305 I'm not sure, I haven't really read this passage.

306 **T-Okay, but remember, what did the American government want in this situation?**

307 They wanted land.

308 **T-Yeah, so maybe he wants the land. Does anyone here think that it's because he**
309 **wants to purchase this land, that he might be saying these thing in this document.**
310 [Reads document] **If he wants this land so bad, do you think maybe he was kind of**
311 **embellishing or blowing things out of proportion?**

312 Yeah.

313 **T-Propaganda, right?**

314 I think maybe he's wanting to do this because maybe he thinks that the Mexicans don't
315 really have much troops [Unintelligible].

316 **T-That's a great point though.**

317 And I think that they think that American troops could overtake them very easily and that
318 what their agreement would be as far as letting them live in the land, but that he put that
319 in there so he'd still get the land. Plain and simple you just take the land, you just take
320 over them...[Unintelligible]

321 Why not share it?

322 **T-Yeah, and that's a great point.**

323 We should've have been like, you can have your lands, I've got a lot of it, just let us have
324 some, we could call it USA Mexico.

325 Umexico!

326 **T-So let's come to a conclusion about him, do we trust what he's saying?**

327 Yes, to a certain degree.

328 **T-To a certain degree, and Ray you say no. And we just listed a bunch of reasons**
329 **why we trust and we listed reasons why we don't trust him. But let's go back into**
330 **this second question then. What are the consequences then, what are the**
331 **consequences of following through with what President Polk wants to follow**
332 **through with? Let's start with the good consequences.**

333 They would get land. I mean, Texas is a big state. Like Alaska...

334 **T-Well at the time we didn't have Alaska.**

335 We could also just divide it, maybe we have Texas and a couple of other states, and

336 They said "That's our land" but then they went off and asked Mexico for it.

337 Yeah.

338 That doesn't make sense.

339 **T-Well, they said that, right, can we buy it, and then they said no, and we said that's**
340 **our land, that's our area. Let's stay focused on the consequences here. So the good**
341 **consequences are that we get the land, right? What else? What else is good?**

342 Resources there.

343 What type of resources?

344 Mining resources, gold, you might find oil, that's a good thing.

345 **T-Might find oil there, uh huh.**

346 Gold was in California, but they didn't know it. Um, anything that would pop up that we
347 already have, anything could pop up there too, more or less.

348 If they pushed out families or something, with their houses, I mean they could have a lot
349 of stuff that the Americans could use.

350 Main thing is that they've got land where they could spread out, instead of being closed
351 in, because we only had ten states, ten or twenty states at that time, and there was a lot of
352 people.

353 But we were one country.

354 I want to raise one point too. I think, I don't know why, but we don't know if it was true.
355 Is it true that they crossed our border and killed people on our soil?

356 They might have been, but the president wasn't there, there were only reports.

357 I'm thinking maybe, but it sounds too much like what we were talking about with another
358 war, as if people went on our land and shot people, and then blood was spilled on our
359 land, and he doesn't want to look like it [Unintelligible]

360 **T-But that's a great point.**

361 But it sounds like they could make it up, and people rooted for that war, so why not do it
362 for this war?

363 **T-Right, exactly. Which goes back to that question.**

364 Which war was that?

365 [Crosstalk]

366 He didn't want the guilt and the blood of other people on his hands.

367 **T-Well that's the second document. That was Representative Ginny. So we'll talk**
368 **about that tomorrow. So let's finish up here today. So good consequences, what are**
369 **the bad consequences? What obviously accompanies a war?**

370 People's lives being killed.

371 **T-Absolutely.**

372 We may win, but lives are still being lost.

373 **T-What else? If you go into any war, what a chance that might happen? Not just**
374 **lives, right?**

375 You can lose.

376 **T-You can lose, right. So if they lose that area, what happens, what goes to say that**
377 **they can't, that Mexico has enough military might to come up and take more of**
378 **America? So that's a risk. Anytime a country wins a war it builds confidence, right?**
379 **And it kind of gives them the idea that, hey, maybe we're kind of strong and can**
380 **maybe we can take them on a bit more, right? What else comes with war? So lives,**
381 **we might lose, what else do we know is a part of war?**

382 Well, after the war it doesn't matter who wins and who loses, there's still going to be
383 hostility hostility hostility.

384 **T-A lot of hostility, obviously. Now how about we don't think about, think about the**
385 **war in Iraq and Afghanistan, what is one of the biggest things that people are angry**
386 **about in that war?**

387 Racism?

388 What happened is we went over there and fixed it and then we came back and it went
389 bad, it got worse.

390 **T-We've been in Afghanistan over ten years now. Iraq we're going to get out, we**
391 **don't know. But beyond that, the big issue has been how much money.**

392 There's a lot we put into there, and people think they're all safe inside tanks, but in the
393 video games, a BTR-21 shoots right through a tank.

394 **T-Goes right through.**

395 If anyone gets that they're automatically winning, and tanks are a lot of money. We shoot
396 their BG1 in the gas tank and it blows up.

397 **T-But you're right, pretty much right on the money, that even though there weren't**
398 **tanks at that time, anything you use, whether you're talking about cannons, talking**
399 **about weapons, if you're talking about stuff for troops.**

400 That gun that had the wheels on it, but they were guns they weren't cannons, they cost a
401 lot of money, I'm sure, back then.

402 **T-So if you think about those issues then, the cost of the war, and then if you lose,**
403 **you get the double whammy, you lose a lot.**

404 Maybe they'll take some land that already is yours. So you'd actually lose, in order to
405 gain you'd lose.

406 You'd lose a bunch of money too, but people too. You may come back without money,
407 but you'll come back with maybe a hundred people left.

408 And plus after you win the war, you're like, yeah we won the war, but you don't have as
409 people to fill it with, you don't have as much money to get stuff like that, and then it
410 takes away jobs too. War creates jobs, it's not just for over there, but some of it's up here
411 where we're making stuff to go to war. Literally.

412 **T-Literally. Okay, so let's summarize here, so what's the big thing here. Let's**
413 **summarize the reliability of this source. Give me a closing sentence about President**
414 **Polk. Joe, give me a closing sentence about President Polk. Can we trust what he's**
415 **saying?**

416 Sometimes, but [UNINTELLIGIBLE] because he's not there but he's agreeing with
417 what's happened. Sounds like a little BS in there.

418 **T-I think you're right, that you might be right. Why is he BSing, because they**
419 **what?**

420 Because he wasn't there!

421 **T-He wasn't there, what do they want?**

422 They want the land, and they're talking to the people who have the land. They might be
423 making up lies.

424 **T-They may be, you're right. Okay, let's think about the consequences. Lacey,**
425 **summarize the consequences good and bad.**

426 The land.

427 **T-Think about the historical question, were we justified in going to war against**
428 **Mexico?**

429 They risked winning or losing their land and their lives.

430 **T-I think you're right. Somebody answer this question for me. Did we have the right**
431 **to go to war with Mexico, yes or no, and tell me the consequences, why you believe**
432 **that.**

433 No.

434 **T-No, and tell me why. And using the consequences.**

435 The bad or good?

436 **T-Well, using the consequences to know, then the negative consequences.**

437 Then you got money, then you have the men you don't like, you have after the war the
438 feelings, then after the war you have the jobs that are lost, and then you have overall
439 odds.

440 And then once you get the land is it actually worth what you went through to get it?

441 **T-Absolutely.**

442 And it's not just people dying here, it's like warfare is a family thing, it's not just like one
443 little dude, it's not like he was a regular person or anything.

444 Yeah but a lot of families man they cared for a woman, who stayed home and worked for
445 it while he stayed at war, and that's something they didn't get to have. But the lady had to
446 do everything, and without a man in the house, she had to take it over and that made her
447 stressed out, and if they had kids, how are they going to pay for something they need and
448 then get things that they need?

449 **T-Good, good, okay, that was pretty good discussion.**

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