The Common Core OPPORTUNITY

THINKING

across the curriculum.

Chicago History Museum Presentation for Network 4
by the Polk Bros. Foundation Center for Urban Education
April 21, 2015
Expand Learning Progress

Challenges   Choices   Changes
What should we emphasize in the Chicago curriculum?

What are your choices?
The Common Core Challenge: RIGOR
PARCC is defining rigor.

These are statements from PARCC about changes that Common Core requires.

Texts Worth Reading

Questions Worth Answering:
• Sequences of questions that draw students into deeper encounters with texts will be the norm (as in an excellent classroom), rather than sets of random questions of varying quality.

Fidelity to the Standards (now in Teachers’ hands):
PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.
Common Core Focuses on Ideas

Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Math Practice Standard 2. Reason abstractly and quantitatively.
Students focus on ideas with increasing complexity.

The Common Core reading standards emphasize developing ideas through thoughtful analysis. See how the challenge increases grade-to-grade.

Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Grade 3 Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Grade 6 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.

- Grades 11-12 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Students analyze relationships to clarify ideas.

Reading Anchor Standard 3: **Analyze** how and why individuals, events, and ideas **develop** and **interact** over the course of a text.

**Grade K**  
With prompting and support, **describe** the **connection** between two individuals, events, **ideas**, or pieces of information in a text.

**Grade 7**  
**Analyze** the interactions between individuals, **events**, and **ideas** in a text (e.g., how **ideas** influence individuals or **events**, or how individuals influence **ideas** or **events**).

**Grade 11-12**  
**Analyze** a complex set of **ideas** or sequence of **events** and explain how specific individuals, **ideas**, or **events** interact and **develop** over the course of the text.
Cross Cutting Concepts: Ideas to Think With

Teachers can guide students to think about ideas by constructing questions that focus on “cross-cutting” concepts.

Crosscutting Concepts of Science—NGSS—apply to every part of science.

- Patterns
- Cause and effect: Mechanism and explanation
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter: Flows, cycles, and conservation
- Structure and function
- Stability and change
Cross-Cutting Concepts of History apply to geography, economics, civics, culture.

- Change
- Causes and Effects
- Challenge
- Choice
- Context
- Continuity
- Identity
- Relationships
- Values

Source: Chicago History Museum and the Center for Urban Education
The Literacy Standards Connect: Reading Thinking Writing

Get the Ideas—Read Thoughtfully
◆ Ideas and Information
◆ Craft and Structure
◆ Integration of Ideas and Information

Organize, then Communicate Your Ideas—Write Thoughtfully
Goal: Learn how to read while you learn about your world.

Graphic Organizers scaffold thinking.

CLARIFY WHAT YOU READ
• The components of the graphic organizer enable students to clarify what they read.

ASSESS YOUR PROGRESS
• The graphic organizer gives teachers instant assessment information.

WRITE WHAT YOU THINK
• After the student has completed the graphic organizer and confirmed that it is complete and appropriate, the student can use it to write about the reading.
This student has analyzed the text with this PARCC-based analyzer and now is prepared to write to explain the story.
PARCC uses TASKS to challenge students to think about and with core ideas.

Students don’t answer isolated questions. They respond to situations.

Tasks are contexts
—situations in which students apply ideas.

Implications for the curriculum:
• Debate
• Error analysis
• Field guide
• Film analysis
• Geometric analysis
• ...
Big Questions focus students on contextualizing concepts.

• CORE HISTORY QUESTIONS

• What challenges did people face?

• What choices did people make?

• What effects did the choices have?
Contexts Make Concepts Clear

Art makes ideas visible.
What challenge did people face?

What choice did people make?

What effects did that choice have?
<table>
<thead>
<tr>
<th>BIG Ideas (enduring understandings)</th>
<th>BIG/COMPELLING QUESTIONS</th>
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<tbody>
<tr>
<td>Pioneers make choices.</td>
<td>What values influence pioneers’ choices?</td>
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<tr>
<td>Pioneers face challenges.</td>
<td>What traits enable pioneers to overcome challenges?</td>
</tr>
<tr>
<td>Pioneers make changes.</td>
<td>How do changes affect other people?</td>
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</tbody>
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• CHALLENGE: What challenges will you face?
• CHOICE: What will you need?
Example of a Relevant Task:
You are a pioneer moving to Chicago in 1831. What **challenges** will you face?

View of Chicago in 1831 by Barber and Howe, 1865.

What traits enable pioneers to meet challenges?

*Here is what one woman wrote about her trip to live in Illinois.*

- I have dragged one foot after the other so long and hope for the best. Friday Eve – We commenced a fourteen-mile prairie trip after we got to Paris, Illinois. Hot though the sun was setting, it was very good part of the way—many bad slews. The doctor’s wagon was stuck twice, and twice the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them—and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it’s a hard time.

Saturday 15th – Today we have been traveling through prairie and timber, both, and got lost in the bargain. We took the wrong road and wallowed around the prairie grass, sometimes as high as the horses’ backs. Night came and we pitched our tent after mowing the grass down and made ourselves as comfortable as could be expected amongst the mosquitoes.
When students represent ideas visually and explain them verbally, they learn more and share their learning.

Make an exhibit or a book to explain your ideas.
Bell School Primary Students communicate a concept with examples.
Bell School Primary students clarify an idea.
Common Core is a challenge and an opportunity.

What do Common Core pioneers need to think about to accomplish the Common Core agenda?

“Never be afraid to sit awhile and think.”
--Lorraine Hansberry