

3 Known Information →

Anchoring Table

Unit: _____ Name: _____ Date: _____

2 Known Concept	1 New Concept
4 Characteristics of Known Concept	5 Characteristics of New Concept
→	→
→	→
→	→
→	→
→	→

7 Understanding of the New Concept:

- ANCHORS Linking Steps:
- 1 Announce the New Concept
- 2 Name Known Concept
- 3 Collect Known Information
- 4 Highlight Characteristics of Known Concept
- 5 Observe Characteristics of New Concept
- 6 Reveal Characteristics Shared
- 7 State Understanding of New Concept

③ Known Information →

Anchoring Table

Unit: _____ Name: _____ Date: _____

② Known Concept	① New Concept
④ Characteristics of Known Concept	⑤ Characteristics of New Concept
_____ ↑	_____ ↓
_____ ↑	_____ ↓
_____ ↑	_____ ↓
_____ ↑	_____ ↓
_____ ↑	_____ ↓

⑦ Understanding of the New Concept:

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1 Restated question:

2 Key Terms:

4 Causes & Connections:

3 Event & Background Information:

5 Effects & Connections:

6 Answer:

1 Restated question:

2 Key Terms:

4 Causes & Connections:

3 Event & Background Information:

5 Effects & Connections:

6 Answer:

1 Restated question:

2 Key Terms:

4 Causes & Connections:

3 Event & Background Information:

5 Effects & Connections:

6 Answer:

The Cause and Effect Guide and Linking Steps

Name: _____ Date: _____ Cause-and-Effect Guide Unit: _____ Topic: _____	
1 Restated question:	2 Key Terms:
4 Causes & Connections:	3 Event & Background Information:
5 Effects & Connections:	6 Answer:

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Restate the question

Examine (define) key terms

Analyze critical event & details

Specify causes & connections

Organize effects & connections

Nail down the answer

Brief List of FL Standards and “Tug of War” Questions that Involve Cause and Effect

Social Studies

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

SS.78.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation’s early history to present day.

SS.912.W.3.3 Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula

SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase

SS.5.A.6.5 Identify the causes and effects of the War of 1812.

SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society

SS.912.W.7.10 Summarize the causes and effects of President Truman’s decision to drop the atomic bombs on Japan

SS.912.W.5.1 Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia

Science

SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

SC.8.E.5.12 Summarize the effects of space exploration on the economy and culture of Florida.

SC.912.L.17.15 Discuss the effects of technology on environmental quality.

Sc.7.E.6.5 Explore the scientific theory of plate tectonics by describing how the movement of Earth’s crustal plates causes both slow and rapid changes in Earth’s surface, including volcanic eruptions, earthquakes, and mountain building

SC.912.L.18.11 Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity

Math

MAFS.8.G.1.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

MAFS.5.NF.2.5 Interpret multiplication as scaling (resizing), by:

- a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

- b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1

ELA

FAFS.910.RL.2.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.8.RL.2.6 Requires the student to complete a table by matching differences in characters' and the audience's points of view to effects they create, such as suspense and humor

LAFS.6.W.1.2 and LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Tug of War Questions

Option 1	Question	Option 2
----------	----------	----------

- cause/effect content review
- critical thinking supported by evidence
- asks us to question our assumptions
- establish claim/counterclaim with evidence for extended writing

Who was primarily responsible for colonial unrest between 1750 and 1776? Options: American patriots or the British

Should zoos exist? Options: yes or no

Romeo & Juliet thematic analysis: Options: fate or free will

Possible Ideas for Cause-and-Effect Guides

What happens in Florida when the temperature drops below 50 degrees outside?

Why does the ocean tide come in and go out?

What does having a family pet do for a family?

The Amazon Rainforest is disappearing at an alarming rate. How might this impact the planet?

Backpacks mean back aches. Is your backpack too heavy?

Why is recycling a good idea?

How was the Grand Canyon formed?

How can you earn great grades in school?

Why are hurricanes dangerous?

What are the causes and effects of WWI? WWII? The attack on Pearl Harbor? The Exxon Valdes oil spill?

How did the character's experiences influence their growth?

Explain why (event) happened in the story.

What happened as a result of (action in a story, historic event, science experiment)?

What happened when you (add, subtract, multiply, or divide) numbers?

Why is it a problem when people cut down trees to clear the land?

Why is the sky blue?

Why is it important to exercise?

Why don't the planets collide? Why don't the planets get pulled into the Sun? In our solar system, why does only planet earth support human life?

How does inflation impact you as a consumer? The economy?

What happens when you leave the (punctuation, capitalization) out of a sentence?

Why is it important to show good sportsmanship? Use good manners? Be kind to others?

Clarifying Table

① Term

③ Core idea

⑤ ☐ Use it to describe...
☐ Example of...

② Clarifiers

④ Knowledge connections

⑥

- ❑ Don't confuse it with...
- ❑ Not an example of...

⑦ Example sentence

Clarifying Table

① Term

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☐ Example of...

⑥ ☐ Don't confuse it with...
☐ Not an example of...

⑦ Example sentence

CONCEPT DIAGRAM

1

2

CONVEY CONCEPT

OFFER OVERALL CONCEPT

NOTE KEY WORDS

CLASSIFY CHARACTERISTICS

Always Present

Sometimes Present

Never Present

- 1
- 2
- 3
- 4

3

Key Words

5

EXPLORE EXAMPLES

Examples:

6

PRACTICE WITH NEW EXAMPLE

7

TIE DOWN A DEFINITION

Nonexamples:

CONCEPT DIAGRAM

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2

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DEFINITION

COMPARISON TABLE

② OVERALL CONCEPT

① CONCEPT

① CONCEPT

③ CHARACTERISTICS

③ CHARACTERISTICS

④ EXTENSIONS

④ LIKE CHARACTERISTICS

④ LIKE CATEGORIES

④ UNLIKE CHARACTERISTICS

④ UNLIKE CATEGORIES

⑤ SUMMARY

Step 1: Communicate targeted concepts Step 2: Obtain Overall Concept Step 3: Make lists of known characteristics Step 4: Pin down Like Characteristics Step 5: Assemble Like Categories Step 6: Record Unlike Characteristics Step 7: Identify Unlike Categories Step 8: Nail down a summary Step 9: Go beyond the basics

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COMPARISON TABLE

② OVERALL CONCEPT

① CONCEPT

① CONCEPT

③ CHARACTERISTICS

③ CHARACTERISTICS

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COMPARISON TABLE

② OVERALL CONCEPT	
① CONCEPT	① CONCEPT
③ CHARACTERISTICS	③ CHARACTERISTICS
④ EXTENSIONS ④ LIKE CHARACTERISTICS ④ UNLIKE CHARACTERISTICS	④ LIKE CATEGORIES ④ UNLIKE CATEGORIES
⑤ SUMMARY	

Step 1: Communicate targeted concepts Step 2: Obtain Overall Concept Step 3: Make lists of known characteristics Step 4: Pin down Like Characteristics Step 5: Assemble Like Categories Step 6: Record Unlike Characteristics Step 7: Identify Unlike Categories Step 8: Nail down a summary Step 9: Go beyond the basics

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Comparison Table

② Overall Concept		C Communicate Targeted Concepts O Obtain the Overall Concepts M Make lists of Known Characteristics P Pin down Like Characteristics A Assemble Like Categories R Record Unlike Characteristics I Identify Unlike Categories N Nail Down a Summary G Go Beyond the Basics
① Concept	① Concept	
③ Characteristics	③ Characteristics	⑨ Extensions
④ Like Characteristics		
⑥ Unlike Characteristics	⑥ Unlike Characteristics	⑤ Like Categories
⑧ Summary		⑦ Unlike Categories

Comparison Table

② Overall Concept		C Communicate Targeted Concepts O Obtain the Overall Concepts M Make lists of Known Characteristics P Pin down Like Characteristics A Assemble Like Categories R Record Unlike Characteristics I Identify Unlike Categories N Nail Down a Summary G Go Beyond the Basics
① Concept	① Concept	
③ Characteristics	③ Characteristics	⑨ Extensions
④ Like Characteristics		
⑥ Unlike Characteristics	⑥ Unlike Characteristics	⑤ Like Categories
⑧ Summary		⑦ Unlike Categories

Comparison Table

② Overall Concept		C Communicate Targeted Concepts O Obtain the Overall Concepts M Make lists of Known Characteristics P Pin down Like Characteristics A Assemble Like Categories R Record Unlike Characteristics I Identify Unlike Categories N Nail Down a Summary G Go Beyond the Basics
① Concept	① Concept	
③ Characteristics	③ Characteristics	⑨ Extensions
④ Like Characteristics		
⑥ Unlike Characteristics	⑥ Unlike Characteristics	⑤ Like Categories
⑧ Summary		⑦ Unlike Categories

MULTIPLE-CONCEPT COMPARISON TABLE, p. 2

CONCEPT	CONCEPT	CONCEPT	CONCEPT
---------	---------	---------	---------

Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ LIKE CATEGORIES
------------------------	------------------------	------------------------	------------------------	-------------------

Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ UNLIKE CATEGORIES
--------------------------	--------------------------	--------------------------	--------------------------	---------------------

Ⓢ SUMMARY

Ⓢ EXTENSIONS

Steps 4-9 of the Concept Separation Routine

Step 4: Assemble Like Categories

Step 5: Assemble Unlike Categories

Step 6: Record Unlike Characteristics

Step 7: Identify Unlike Categories

Step 8: Nail down a summary

Step 9: Go beyond the basics

MULTIPLE-CONCEPT COMPARISON TABLE, p. 1

OVERALL CONCEPT				
CONCEPT	CHARACTERISTICS	CONCEPT	CHARACTERISTICS	CONCEPT
CONCEPT	CHARACTERISTICS	CONCEPT	CHARACTERISTICS	CONCEPT
CONCEPT	CHARACTERISTICS	CONCEPT	CHARACTERISTICS	CONCEPT
CONCEPT	CHARACTERISTICS	CONCEPT	CHARACTERISTICS	CONCEPT

STEPS 1-3 OF THE CONCEPT COMPARISON ROUTINE

Step 1: Communicate targeted concepts

Step 2: Obtain the Overall Concept

Step 3: Make lists of known characteristics

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MULTIPLE-CONCEPT COMPARISON TABLE, p. 2

CONCEPT	CONCEPT	CONCEPT	CONCEPT
---------	---------	---------	---------

Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ LIKE CATEGORIES
------------------------	------------------------	------------------------	------------------------	-------------------

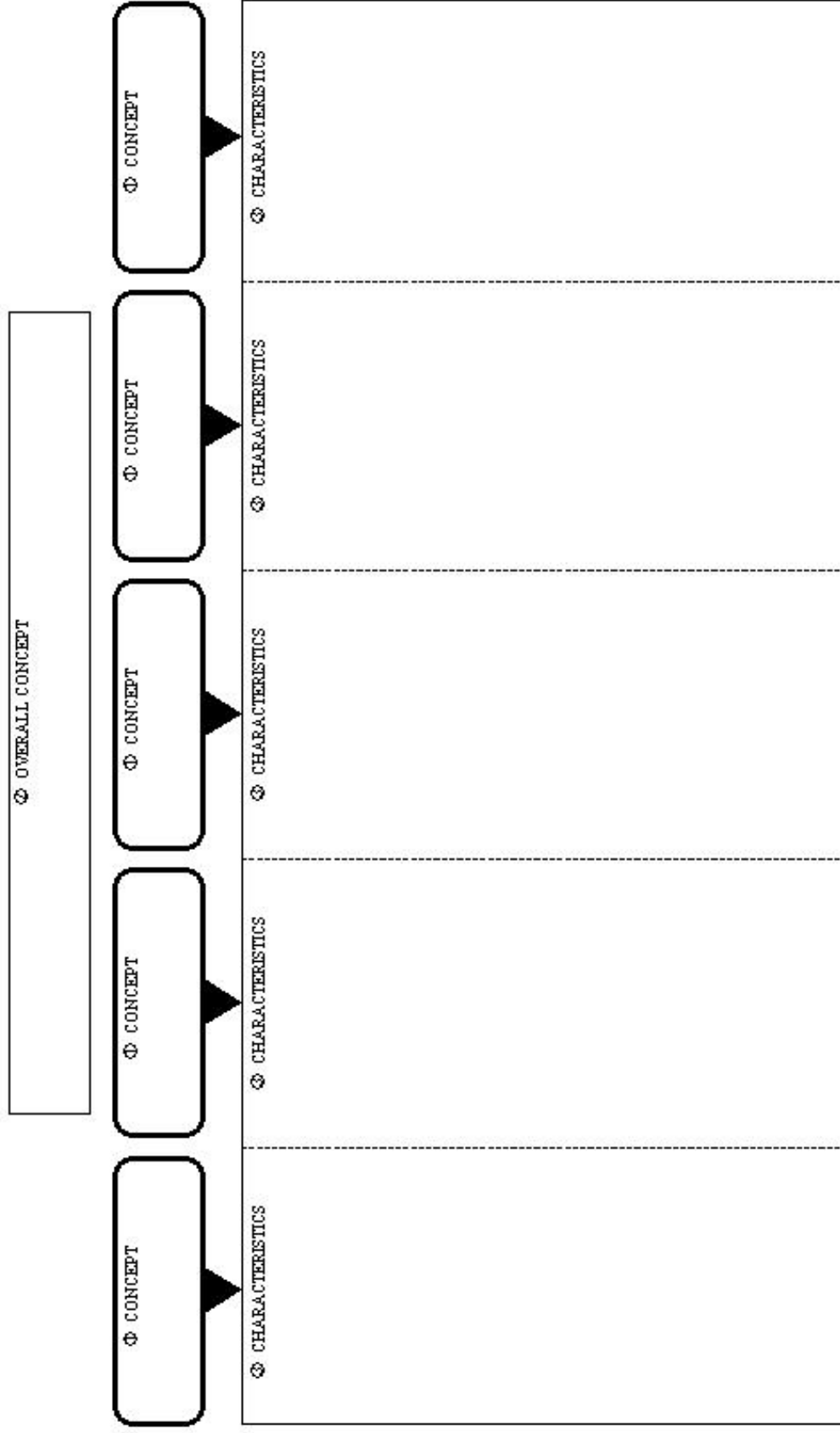
Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ UNLIKE CATEGORIES
--------------------------	--------------------------	--------------------------	--------------------------	---------------------

Ⓢ SUMMARY

Ⓢ EXTENSIONS

Steps 4-9 of the
Concept
Separation Routine
Step 4: Assemble Like
Categories
Step 5: Assemble Unlike
Categories
Step 6: Record Unlike
Characteristics
Step 7: Identify Unlike
Categories
Step 8: Nail down a summary
Step 9: Go beyond the basics

MULTIPLE-CONCEPT COMPARISON TABLE, p. 1



STEPS 1-3 OF THE CONCEPT COMPARISON ROUTINE

Step 1: Communicate targeted concepts

Step 2: Obtain the Overall Concept

Step 3: Make lists of known characteristics

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MULTIPLE-CONCEPT COMPARISON TABLE, p. 2

CONCEPT	CONCEPT	CONCEPT	CONCEPT
---------	---------	---------	---------

Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ Like Characteristics	Ⓢ LIKE CATEGORIES
------------------------	------------------------	------------------------	------------------------	-------------------

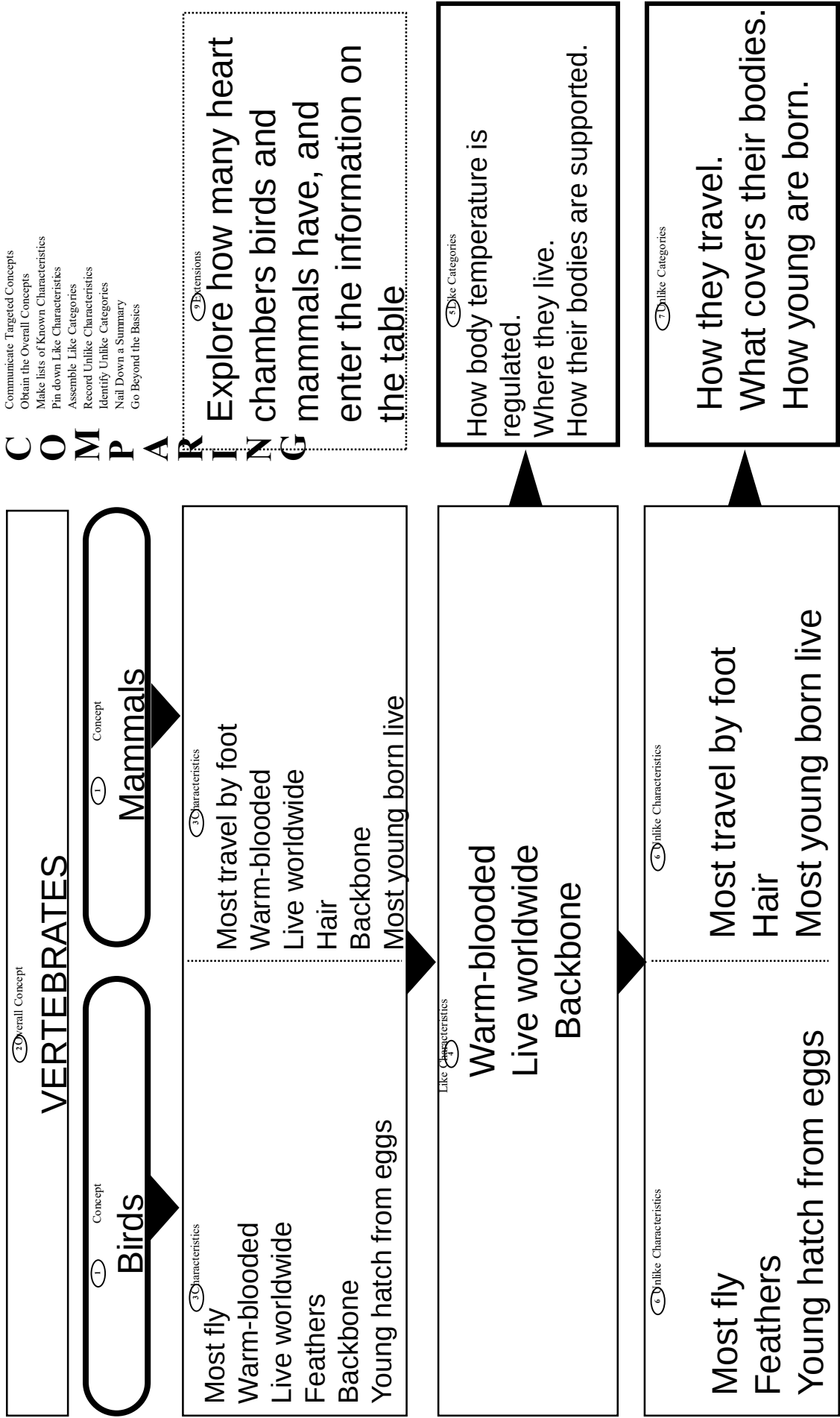
Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ Unlike Characteristics	Ⓢ UNLIKE CATEGORIES
--------------------------	--------------------------	--------------------------	--------------------------	---------------------

Ⓢ SUMMARY

Ⓢ EXTENSIONS

Steps 4-9 of the
Concept
Separation Routine
Step 4: Assemble Like
Categories
Step 5: Assemble Unlike
Categories
Step 6: Record Unlike
Characteristics
Step 7: Identify Unlike
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Comparison Table



Comparison Table

② Overall Concept

Strands of DNA

② Concept

Chromatin (p. 176)

② Concept

Chromosome (p. 176)

② Concept

Chromatid (p. 244)

③

Characteristics

- Made of DNA
- Carries genetic information
- 2 full sets of genetic material
- Spread out in the nucleus
- Looks like a plate of noodles
- Present during G₁, S, G₂

③

Characteristics

- Made of DNA
- Carries genetic information
- 2 full sets of genetic material
- Coiled up so you can see individual pieces
- Looks like "X"
- Present during M - Cell Division

③

Characteristics

- Made of DNA
- Carries genetic information
- 1 set of genetic material ($\frac{1}{2}$ of chromosome)
- Coiled up, $\frac{1}{2}$'s pulled apart in anaphase
- Looks like a straw
- Present during M - cell division

③ Extensions

On the back of this paper, draw and label a picture of each structure of DNA.

Compare (in words or a picture) chromosomes and chromatin to shoes.

④ Like Characteristics

- Made of DNA
- Carries genetic information

④ Like Characteristics

⑤ Like Categories

- Make up (material it is made of) made of
- purpose

⑥ Unlike Characteristics

- 2 full sets of genetic material
- Spread out in the nucleus
- Looks like a plate of noodles
- Present during G₁, S, G₂

- 2 full sets of genetic information
- Coiled up so you can see individual pieces
- Looks like "X"
- Present during M - Cell Division

- 1 set of genetic info ($\frac{1}{2}$ of a chromosome)
- $\frac{1}{2}$'s of chromosome pulled apart in anaphase
- Looks like a straw
- Present during M - cell division

⑦ Unlike Categories

- Amount of genetic material
- Amount of space taken up
- What it looks like
- What phases it is found in

③ Summary

Chromatin, chromosomes and chromatids are all strands of DNA that are alike in their makeup and purpose but differ in the amount of space they take up, the amount of genetic material they have, what they look like and what phases they are found in.

Cross-Curricular Argumentation Guide A

Name:	Date:	Class:	Topic:
1. Clarify the claim with any qualifier and define key terms.			
2. List the evidence.		3. Analyze the reasoning.	
4. Identify other arguments for or against the claim.			
5. Make a judgment about quality of evidence, reasoning, and other arguments.			
6. State why you accept or reject the claim.			

Cross-Curricular Argumentation Guide A

Name: _____ Date: _____ Class: _____ Topic: _____

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6. State why you accept or reject the claim.			

Cross-Curricular Argumentation Guide B

Name:	Date:	Class:	Topic:
1. Clarify the claim with any qualifier and define key terms (including author, date, source, era).			
2. List the evidence (facts, data, authority, theory, precedent).		3. Analyze the reasoning (cause-effect, correlation, generalization).	
4. Identify other arguments for or against the claim (rebuttal, counterargument, corroboration).			
5. Make a judgment about quality of evidence (accurate, adequate, objective, relevant), reasoning (type of reasoning), and other arguments .			
6. State why you accept or reject the claim.			

Cross-Curricular Argumentation Guide B

Name:	Date:	Class:	Topic:
1. Clarify the claim with any qualifier and define key terms (including author, date, source, era).			
2. List the evidence (facts, data, authority, theory, precedent).		3. Analyze the reasoning (cause-effect, correlation, generalization).	
4. Identify other arguments for or against the claim (rebuttal, counterargument, corroboration).			
5. Make a judgment about quality of evidence (accurate, adequate, objective, relevant), reasoning (type of reasoning), and other arguments .			
6. State why you accept or reject the claim.			

Cross-Curricular Argumentation Guide B

Name:	Date:	Class:	Topic:
1. Clarify the claim with any qualifier and define key terms (including author, date, source, era).			
2. List the evidence (facts, data, authority, theory, precedent).		3. Analyze the reasoning (cause-effect, correlation, generalization).	
4. Identify other arguments for or against the claim (rebuttal, counterargument, corroboration).			
5. Make a judgment about quality of evidence (accurate, adequate, objective, relevant), reasoning (type of reasoning), and other arguments .			
6. State why you accept or reject the claim.			

Decision-Making Guide

Name: _____

Date: _____

Class: _____

Topic: _____

1. <u>Decide</u> the issue			
3. <u>Create</u> important information	2. <u>Enter</u> Option A	2. <u>Enter</u> Option B	
	4. <u>Identify</u> reasons for option A	5. <u>Set</u> Rank	4. <u>Identify</u> reasons for option B
	5. <u>Set</u> Rank		
6. <u>Identify</u> compromises/alternatives			
7. <u>Offer</u> a decision			
8. <u>Name</u> reasons for the decision			

Decision-Making Guide

Name: _____

Date: _____

Class: _____

Topic: _____

1. <u>Decide</u> the issue			
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		5. <u>Set</u> Rank	
6. <u>Identify</u> compromises/alternatives			
7. <u>Offer</u> a decision			
8. <u>Name</u> reasons for the decision			

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Name: _____

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	4. <u>Identify</u> reasons for A	5. <u>Set</u> Rank	4. <u>Identify</u> reasons for B	5. <u>Set</u> Rank	4. <u>Identify</u> reasons for C	5. <u>Set</u> Rank
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Decision-Making Guide

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	4. <u>Identify</u> reasons for A	5. <u>Set</u> Rank	4. <u>Identify</u> reasons for B	5. <u>Set</u> Rank	4. <u>Identify</u> reasons for C	5. <u>Set</u> Rank
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6. <u>Identify</u> compromises/alternatives						
7. <u>Offer</u> a decision						
8. <u>Name</u> reasons for the decision						

Outline for Using the Decision-Making Guide to Write an Essay*

Show students how to use the guide to write an essay. Once completed, a Decision-Making Guide can serve as a good outline for an essay. To do this, use the different sections of the guide to create different paragraphs of the essay. One way the essay could be constructed is as follows:

- **Introductory paragraph:** Use the issue in Section 1 to develop the topic sentence. In addition, use information found in Section 3 to provide background information about the issue and prepare to present options.
- **Paragraph 2:** Use the information in Section 2 to identify Option A, the corresponding Section 4 for the reasons to choose Option A, and the corresponding Section 5 to evaluate the relative strength of each of those reasons in the second paragraph.
- **Paragraph 3:** Use the information in Section 2 to identify Option B, the corresponding Section 4 for the reasons to choose Option B, and the corresponding Section 5 to evaluate the relative strengths of each of those reasons in the third paragraph.
- **Paragraph 4:** Use this paragraph to discuss alternatives or compromises from Section 6. Also provide reasons to support these new options.
- **Concluding paragraph:** In this paragraph, use Section 7 to write the option, compromise, or alternative judged as the best response to the issue. In addition, use Section 8 to explain how the reasons were evaluated, ranked, and judged to determine why this is the best option, compromise or alternative.

***Note:** Other essay structures may be substituted as required. For example, if three options are considered, this becomes a six-paragraph essay.

Stem Prompts for Essay

Paragraph 1. An issue of interest (Step 1) is _____.
Important information (Step 3) about this issue is that _____.

Paragraph 2. One option (Step 2 – Option A) in response to this issue is to _____.
Reasons to support this option (Step 4 - Option A) include the following:

Among these reasons (Step 5 - Option A), the following support this option best:

Paragraph 3. Another option (Step 2 - Option B) in response to this issue is to _____.
Reasons to support this option (Step 4 - Option B) include the following:

Among these reasons (Step 5 - Option B), the following support this option best:

Paragraph 4. Compromises or alternatives (Step 6) to these options include: _____
Reasons to support this choice include the following:

Paragraph 5. In conclusion, the best response to this issue is to (Step 7) _____

This is the best response because of the following reasons (Step 8) _____

To develop essay: Term Limits for Congress

Decision-Making Guide

Name: _____ Date: _____ Class: _____ Topic: _____

Term Limits for Congress

Term Limits for Congress				
1. <u>Decide the problem</u> For Paragraph 1, use Section 1 for topic sentence and Section 3 for background information.	2. <u>Enter Option A</u> Impose terms limits	2. <u>Enter Option B</u> Don't impose term limits		
3. <u>Create important information</u> - The Constitution sets term limits for Congress. - Representatives are elected for terms of 2 years, Senators of 6 years. - The Constitution can be amended and has 25 amendments. - Presidents' terms limited to two after FDR served four terms - Lobbyists: people paid to influence lawmakers to vote in ways that benefit special interests.	4. <u>Identify reasons for option A</u> - Special interest groups might have less power over members of Congress because they wouldn't have long working relationships with lobbyists. - Constitution should be changed because times change and voters now spend more money on lobbying the four years now - New ideas to get fresh ideas For Paragraph 2, use Section 2A to identify Option A, Section 4A for reasons, and Section 5A for strength of reasons.	4. <u>Identify reasons for option B</u> - Special interest group lobbyists might have more power due to new members' inexperience and need for donations. - Changing term limits would mean changing to the Constitution: founding fathers did not want to - Expected value of memories for strength of reasons. - Term limits for governors and presidency have not solved the problem of money being spent on campaigns. For Paragraph 3, use Section 2B to identify Option B, Section 4B for reasons, and Section 5B for strength of reasons.	5. <u>Set Rank</u> 3	5. <u>Set Rank</u> 5
	5. <u>Set Rank</u> 2		5. <u>Set Rank</u> 3	5. <u>Set Rank</u> 4

6. <u>Identify compromises/alternatives</u> I don't see any compromises to this question.	For Paragraph 4, use Section 6 to present alternatives or compromises and reasons for each.
7. <u>Offer a decision</u> I think we should not impose term limits for Congress.	For Paragraph 5, use Section 7 for choice of option, compromise or alternative and Section 8 for your reasoning.
8. <u>Name reasons for the decision</u> Issues such as lobbying and election costs are much more complicated than term limits could	

Sample Essay/Written Response on the Topic of Term Limits for Congress*

PARAGRAPH 1: The Issue (STEP 1) and Important Information (STEP 3)

An important issue in our country today is whether or not to impose term limits for members of Congress. To consider this, we need to know that at present, representatives to Congress are elected for terms of two years each, and Senators for six years. The Founding Fathers wrote terms for Congress and the President into the Constitution. However, the Constitution can be amended and has 25 amendments. As a result of the 22nd amendment, Presidents are now limited to two terms. It is also important to define “lobbyist” because lobbyists are people paid to influence lawmakers to vote in certain ways. Therefore, lobbyists could have an impact on this issue.

PARAGRAPH 2: Option A (Step 2) Reasons (Step 4) and Ranks (Step 5)

One option to making a decision about terms limits for Congress is to impose term limits. Reasons to do this include that special interest groups might have less power over members of Congress because they wouldn’t have long working relationships with lobbyists. Congress members now spend more time on the job, something founding fathers did not anticipate. Therefore, the Constitution should be changed because times change. New blood is needed in Washington to get fresh ideas on complex issues. In addition, terms limits would save money because less money might be spent on re-elections. A particularly credible reason supporting term limits has to do with giving lobbyists for special interest groups less influence in Washington.

PARAGRAPH 3: Option B (Step 2) Reasons (Step 4) and Ranks (Step 5)

Another option in making a decision about term limits for Congress is to have no term limits. One reason to support this option is that special interest groups and their lobbyists might have even more power because new members are inexperienced and need the donations from special interest groups. Changing term limits would mean changing the Constitution, since the founding fathers did not want term limits. In addition, experienced members of Congress are valuable because they provide “historical memory” for complex issues. Furthermore, term limits for governors and the presidency have not solved the problem of the money spent on campaigns.

PARAGRAPH 4: Compromises and Alternatives (Step 6)

This is a very complex situation. Therefore, I see very few ways to compromise or to offer alternatives.

PARAGRAPH 5: Decision (Step 7) and Reasons (Step 8)

In conclusion, it seems as if we need to continue the way we are at this time by having no term limits for members of Congress. Issues and problems are much more complicated than term limits would solve. For example, lobbyists and money from special interest groups are likely to continue being a problem regardless of the terms. Furthermore, terms limits for governors and the presidency have not solved the problem.

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The FRAME Routine

Key Topic

is about...

Main idea

Main idea

Main idea

Essential details

Essential details

Essential details

So What? (What's important to understand about this?)

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So What? (What's important to understand about this?)

Question Exploration Guide

Text Reference _____

Name: _____

Course _____

Unit _____

Lesson _____

Critical

Title _____

Question #:

Date: _____

① What is the Critical Question?

② What are the Key Terms and explanations?

③ What are the Supporting Questions and answers?

④ What is the main Idea answer?

⑤ How can we use the main idea?

⑥ Is there an Overall Idea? Is there a real-world use?

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Scientific Argumentation Guide

Topic: _____
 Title: _____
 Source: _____

Name: _____
 Class: _____
 Date: _____

1 What is the Claim , including any Qualifiers ? Are there qualifiers? Yes/No . (If yes, underline them.)				
2 What Evidence is presented? In column 3, identify the type of evidence with the letter: Data (D) , Fact (F) , Opinion (O) , Theory (T) .			3	6
			5 What chain of reasoning (warrant) connects the evidence to the claim? In column 6, identify type of reasoning with the letter(s): for AUTHORITY (A) , THEORY (T) , or type of LOGIC: Analogy (AN) , Correlation (C) , Cause-Effect (CE) , Generalization (G)	
4 Evaluate the quality of the evidence as poor, average or good. Explain your evaluation.			7 Evaluate the quality of the chain of reasoning as poor, average or good. Explain your evaluation.	
Reliable			Strength of Authority	
Valid			Application of Theory	
Objective (no bias)			Type of Logic	
Methodology				

8 What are your concerns about the believability of the claim? (your counterarguments, rebuttals or new questions)?

9 Accept, reject, or withhold judgment about the claim. **Explain** your judgment.

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LINCS Tables

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

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LINCS Table Checklist

List the parts

- ☐ Box 1: Write the vocabulary word
- ☐ Box 2: Write the essential parts of the definition
- ☐ Box 2: Underline the most critical words in the definition

Identify a Reminding Word

- ☐ Box 3: The reminding word must...
 - ☐ sound similar to part or all of the new term.
 - ☐ be a real word
 - ☐ have a meaning that the students already know
 - ☐ help the students remember what the new word means

Note a LINCing Story

The LINCing Story *is a short phrase or sentence that enables students to connect the meaning of the new term to familiar background knowledge. It should provide auditory and visual connections between the reminding word and the meaning of the new term.*

- ☐ Box 4: An effective LINCing Story...
 - ☐ ***always*** contains the Reminding Word
 - ☐ ***always*** contains the meaning of the new term in some way
 - ☐ ***always*** is short and simple

Create a LINCing Picture

The LINCing Picture *is a representation of a more detailed mental picture of the scene.*

- ☐ Box 5: An effective LINCing Picture must...
 - ☐ depict the essential features of the new term's definition
 - ☐ contain a part related to the Reminding Word
 - ☐ help the student remember the new term's definition

