

12.3.1

Lesson 3

Introduction

In this lesson, students continue to read and analyze pages 21-25 of *Guns, Germs, and Steel* by Jared Diamond (from “A genetic explanation isn’t the only possible answer to Yali’s question” to “That seems to me the strongest argument for writing this book”). In this excerpt, Diamond continues to examine and debunk possible answers to Yali’s question regarding wealth and power disparities in relation to human development. Diamond also begins to lay the groundwork for his research or answer to Yali’s question. At the beginning of the lesson, students participate in a Pre-Discussion Quick Write, in which they consider the Quick Write prompt and the ways in which the author’s ideas in this excerpt refine his purpose. Students then participate in a whole-class discussion of the Quick Write, during which they make connections to their previous analyses of the author’s research purpose or the “subject” of his book (p. 16). Students then revisit the Quick Write to close the lesson. Student learning is assessed via a Quick Write at the end of the lesson: How do the interaction and development of ideas in this excerpt refine the author’s purpose?

For homework, students read and annotate *Guns, Germs, and Steel*, pages 65-71, boxing any unfamiliar words and looking up their definitions. Students also continue to surface issues related to the text for research purposes and come to the next lesson prepared to share 2-3 additional issues.

Standards

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Assessed Standard(s)	
RI.11-12.3	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.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Addressed Standard(s)	
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
SL.11-12.1.a, c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

L.11-12.4.c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>
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Assessment

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Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do the interaction and development of ideas in this excerpt refine the author's purpose?

High Performance Response(s)

A High Performance Response should:

- Identify the author's purpose (e.g., Diamond's purpose is to more accurately answer Yali's question about the inequality of global wealth and power distribution because the "ultimate causes" (p. 23) have yet to be explained and he does not want people to accept a racist biological explanation instead).
- Identify the ideas that interact and develop in this excerpt (e.g., the "stimulatory effects" and "inhibitory effects" (p. 22) of climate, the connection of "lowland river valleys" to "productive agriculture" (p. 22), "biological differences" (p. 18), and "European guns, infectious diseases, steel tools, and manufactured products" (p. 23)).
- Analyze how ideas interact and develop to refine the author's purpose in this excerpt (e.g., Diamond explains that ideas, such as the "stimulatory effects" and "inhibitory effects" (p. 22) of climate, and the idea that "lowland river valleys" were key to "productive agriculture" (p. 22) are invalid as explanations for human development disparities because historical and archaeological evidence proves otherwise. Diamond also acknowledges that while other researchers have made "some progress" (p. 23) in their investigations, "we're not told what the correct explanation" (p. 25) to Yali's question is. He explains that the "immediate factors" that "enabled Europeans to kill or conquer other peoples" included "European guns, infectious diseases, steel tools, and manufactured products" (p. 23), and says that this idea is "on the right track" to answering Yali, but is an "incomplete" "hypothesis" (p. 23). By proving that other potential answers to Yali's question are either false or incomplete because they address "proximate ... explanation[s]" (p. 23) only, instead of searching for the "ultimate causes" (p. 23), Diamond demonstrates a need for a more accurate answer to Yali's question, which he intends to provide in his book.).

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)

- inhibitory (adj.) - acting to prevent or slow down an activity or occurrence of (something)
- scrutiny (n.) - a close examination or investigation
- backwater (n.) - a place or state of stagnant backwardness
- bureaucracies (n.) - bodies of officials and administrators, especially of a government or government department
- proximate (adj.) - next; nearest; immediately before or after in order, place, occurrence, etc.
- causation (n.) - the relationship between an event or situation and a possible reason or cause
- intractable (adj.) - not easily managed, controlled, or solved
- conferring (v.) - giving (as a property or characteristic) to someone or something
- inexorable (adj.) - unyielding, unalterable

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- stimulatory (adj.) - causing or encouraging (something) to happen or develop
- crucial (adj.) - extremely important
- preceding (v.) - happening, going, or coming before (something or someone)
- ultimate (adj.) - happening or coming at the end of a process, series of events, etc.
- immediate (adj.) - coming straight from a cause or reason
- underclass (n.) - a social class made up of people who are very poor and have very little power or chance to improve their lives

Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.3, RI.11-12.6, W.11-12.9.b, SL.11-12.1.a,c,d, L.11-12.4.c Text: <i>Guns, Germs, and Steel</i> by Jared Diamond, pages 21-25 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Pre-Discussion Quick Write Whole-Class Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 15% 45% 15% 5%

Materials

- Copies of the 12.3 Common Core Learning Standards Tool for each student (optional)
- Copies of the 12.3 Speaking and Listening Rubric and Checklist for each student
- Student copies of the Surfacing Issues Tool (refer to 12.3.1 Lesson 2) (optional)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 12.3.1 Lesson 1) (optional)

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Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.11-12.3 and RI.11-12.6. In this lesson, students prepare an independently written response to the Quick Write prompt at the beginning of the lesson that considers the ways in which the author's ideas in this excerpt refine his purpose. Students then participate in a whole-class discussion before returning to the Quick Write to refine their responses.

- Students look at the agenda.
- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard SL.11-12.1.d. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
 - Students should respond to others without criticizing their perspectives.
 - Students should resolve arguments that arise during the discussion.
 - Students should determine what new information is needed to advance the argument.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Read and annotate pages 21-25 of *Guns, Germs, and Steel* (from “A genetic explanation isn’t the only possible answer to Yali’s question” to “That seems to me the strongest argument for writing this book”) (W.11-12.9.b).) Instruct students to form pairs to discuss their responses.

- Student annotation may include:
 - An exclamation point beside the statement “the peoples of northern Europe contributed nothing of fundamental importance to Eurasian civilization until the last thousand years” (p. 22), because this detail seems to go against generally accepted knowledge about Europe.
 - A star beside “detailed archaeological studies have shown that complex irrigation systems did not accompany the rise of centralized bureaucracies but followed after a considerable lag” (p. 22), because this seems like an important fact about human development.
 - A star beside the question “why were Europeans, rather than Africans or Native Americans, the ones to end up with guns, the nastiest germs, and steel?” (p. 23), because it begins to explore the possible causes of power and wealth distribution, which is Diamond’s research focus.
 - Underline the sentence “Yet the roots of inequality in the modern world lie far back in prehistory” (p. 23), because this seems to be a major point in the book that connects the ideas of “proximate (first stage) explanation[s]” to the author’s search for “ultimate causes” (p. 23).
 - A question mark beside the sentence “Modern Europe is not a society molded by sub-Saharan black Africans who brought millions of Native Americans as slaves” (p. 24), because the relevance of this statement is unclear.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework (L.11-12.4.c).

- Students may identify the following words: *inhibitory*, *scrutiny*, *backwater*, *bureaucracies*, *proximate*, *causation*, *intractable*, *conferring*, and *inexorable*.
- **Differentiation Consideration:** Students may also identify the following words: *stimulatory*, *crucial*, *preceding*, *ultimate*, *immediate*, and *underclass*.

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- Definitions are provided in the Vocabulary box in this lesson.
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Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Continue to surface issues related to the text and come to the next class prepared to share 2-3 additional issues.) Instruct student pairs to discuss the issues they surfaced during their homework.

- Student responses may include:
 - Climate's effects on human development
 - Irrigation and centralized bureaucracies
 - Immediate, proximate (first stage) explanations vs. ultimate causes

Activity 3: Pre-Discussion Quick Write

15%

Inform students that their analysis in this lesson begins with a Quick Write in response to the prompt below. Students then use their independently generated responses to inform the following discussion, and have the opportunity to review or expand their Quick Write responses after the discussion.

- **Differentiation Consideration:** If necessary, consider providing time for students to reread the lesson's excerpt before they respond in writing to the following prompt.
- **Differentiation Consideration:** Encourage students to reference their 12.3.1 Lessons 1 and 2 Quick Writes as resources when completing this Pre-Discussion Quick Write.
- This activity differs from previous lessons' Reading and Discussion activities by allowing students more independence in analyzing the text before the lesson assessment. For the reading and text analysis in this lesson, students first work independently to respond to a text-based prompt regarding how ideas interact and develop over the course of the excerpt to refine the author's purpose. Students then discuss their independent responses in small groups. Later, they re-evaluate their initial responses and consider how their original opinions were challenged or verified through discussion, or whether they made new connections in light of the evidence and reasoning presented.

Instruct students to read the following prompt:

How does the interaction and development of ideas in this excerpt refine the author's purpose?

- Students listen and read the Quick Write prompt.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How do different ideas in this excerpt show the author's purpose?

- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.
- This initial Quick Write is intended to demonstrate students' first thoughts and observations in response to the prompt. Students will have additional time to develop their analysis in this lesson, and return to this Quick Write after a whole-class discussion.

Activity 4: Whole-Class Discussion

45%

Display or distribute the 12.3 Speaking and Listening Rubric and Checklist. Explain to students that they should refer to the 12.3 Speaking and Listening Rubric and Checklist for standards SL.11-12.1.a,c,d during the following discussion.

- Students independently review the relevant portions of the 12.3 Speaking and Listening Rubric and Checklist.

Remind students to continue to record issues for research as they participate in the whole-class discussion.

- **Differentiation Consideration:** For additional support, consider providing students with copies of the Surfacing Issues Tool.

Facilitate a whole-class discussion of student responses and observations based on their Quick Write responses. Encourage students to consider points of agreement or disagreement with other students and how the evidence and reasoning presented by other students can help qualify or justify the observations they generated independently.

- Students share their observations and evidence generated during the Quick Write with the whole class.
- Student responses may include:

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- Diamond’s analysis of incorrect answers to Yali’s question further refines his purpose by paving the way for the answer he will provide to Yali’s question. According to Diamond, ideas such as the “stimulatory effects” and “inhibitory effects” of climate upon “human creativity and energy” (p. 22) “fail[] to survive [the] scrutiny” (p. 22) of history. “[D]etailed archaeological studies” (p. 22) also help Diamond prove false the idea that “lowland river valleys” in dry climates were where “large-scale irrigation systems” for agriculture and “centralized bureaucracies” developed (p. 22). Both of these ideas, combined with the idea of “biological differences” (p. 18) from the previous excerpt, work together to support the author’s claim that Yali’s question has not been correctly answered.
 - The development and interaction of the concepts of proximate and ultimate causes further refines Diamond’s purpose by demonstrating the need for a “correct explanation” (p. 25) to Yali’s question. Diamond explains that the “immediate factors” that “enabled Europeans to kill or conquer other peoples” included “European guns, infectious diseases, steel tools, and manufactured products” (p. 23). He states that this idea “is on the right track” (p. 23) to answering Yali, but that it is an “incomplete” “hypothesis” because it offers only “proximate,” or “first stage,” “explanation[s]” and does not provide “ultimate” explanations (p. 23). Diamond uses this idea as a springboard to demonstrate the “incomplete” (p. 23) nature of the answer, thereby establishing the need for the research he provides. Through this reasoning, Diamond refines the purpose of his book as “a search for ultimate causes” (p. 23) because no one else has offered a “generally accepted answer to Yali’s question” (p. 24).
 - A lack of acceptable answers to Yali’s question and Diamond’s rejection of the “genetic explanation” (p. 21) further refine Diamond’s purpose. Diamond states that there is “no generally accepted answer to Yali’s question” (p. 24) and offers further that the “lack of such ultimate explanations leaves a big intellectual gap” (p. 24). He recognizes that given this “gap” people “will continue to suspect that the racist biological explanation” for “differences in peoples’ status” “is correct after all” (p. 25). Diamond acknowledges his purpose and desire to have a “convincing, detailed, agreed-upon explanation for the broad pattern of history” (p. 25) to refute the racist explanation as “the strongest argument for writing [*Guns, Germs, and Steel*]” (p. 25).
- **Differentiation Consideration:** If students struggle, consider asking the following scaffolding questions:

How does Diamond’s acknowledgement of other research contribute to his purpose in the text?

- Consider instructing students to form small groups and having each group elect a spokesperson to share their observations, or allowing students to volunteer to discuss the observations and evidence generated during their Quick Write.
- Consider reminding students of their previous work with SL.11-12.1.a, which requires that students have come to class having read the material and asks them to explicitly draw on evidence from the text to support their discussion.
- Consider reminding students of their previous work with SL.11-12.1.c, which requires that students ask and respond to questions and qualify or justify their own points of agreement and disagreement with other students.
- Consider reminding students that this is an opportunity to practice standard SL.11-12.1.d, which requires that students seek to understand and respond thoughtfully to diverse perspectives in order to deepen the investigation of their position and observations.

Instruct students to form pairs and briefly discuss how their opinions were challenged or verified through discussion, or whether they made new connections in light of the evidence and reasoning presented during the discussions.

- Student pairs discuss how their opinions were challenged or verified through discussion, and identify any new connections they made during the discussion.

Lead a brief whole-class discussion of student observations.

Activity 5: Quick Write

15%

Instruct students to return to their Pre-Discussion Quick Writes. Instruct students to independently revise or expand their Quick Write responses in light of the whole-class discussion, adding any new connections, and strengthening or revising any verified or challenged opinions.

How do the interaction and development of ideas in this excerpt refine the author's purpose?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

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- Students revise or expand their Pre-Discussion Quick Write responses.
- See the High Performance Response at the beginning of this lesson.
- Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate pages 65-71 of *Guns, Germs, and Steel* (from “The biggest population shift of modern times has been” to “no Indian should be able to offend a Christian”) (W.11-12.9.b).

Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text (L.11-12.4.c).

Also, instruct students to continue to surface issues related to the text for research purposes and come to the next lesson prepared to share 2-3 additional issues.

- Students follow along.

Homework

Read and annotate pages 65-71 of *Guns, Germs, and Steel* (from “The biggest population shift of modern times has been” to “no Indian should be able to offend a Christian”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Also, continue to surface issues related to the text for research purposes and come to the next lesson prepared to share 2-3 additional issues.

12.3 Common Core Learning Standards Tool

CCS Standards: Reading— Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI. 11-12.1. a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W. 11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			
W. 11-12.1. a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.			

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CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1.b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1.c	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1.d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W. 11-12.1.e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. e. Provide a concluding statement or section that follows from and supports the argument presented.			
W. 11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W. 11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			

CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.11-12.1.d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>			

CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL. 11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			
SL. 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L. 11-12.1. b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L. 11-12.3. a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L. 11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

12.3 Speaking and Listening Rubric

____ / ____ (Total points)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CCSS.ELA-Literacy.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.a</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>The extent to which</p>	<p>Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Skillfully propel conversations by consistently posing and responding to questions that probe reasoning and evidence; actively ensure a hearing for a full range of positions on a topic or issue; consistently clarify, verify, or challenge ideas and conclusions; and actively promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Somewhat effectively propel conversations by inconsistently posing and responding to questions that probe reasoning and evidence; occasionally ensure a hearing for a full range of positions on a topic or issue; inconsistently clarify, verify, or challenge ideas and conclusions; and occasionally promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts and other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas. (SL.11-12.1.a)</p> <p>Ineffectively propel conversations by rarely posing or responding to questions that probe reasoning and evidence; rarely ensure a hearing for a full range of positions on a topic or issue; rarely clarify, verify, or challenge ideas and conclusions; and prevent divergent and creative perspectives. (SL.11-12.1.c)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Collaboration and Presentation The extent to which the speaker responds to diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task. CCSS.ELA-Literacy.SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Skillfully respond to diverse perspectives; skillfully synthesize comments, claims, and evidence made on all sides of an issue; frequently resolve contradictions when possible; and precisely determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)	Effectively respond to diverse perspectives; accurately synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and accurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)	Somewhat effectively respond to diverse perspectives; with partial accuracy, synthesize comments, claims, and evidence made on all sides of an issue; occasionally resolve contradictions when possible; and determine with partial accuracy what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)	Ineffectively respond to diverse perspectives; inaccurately synthesize comments, claims, and evidence made on all sides of an issue; rarely resolve contradictions when possible; and inaccurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Collaboration and Presentation</p> <p>The extent to which the response presents information, findings, and evidence, conveying a clear perspective, such that listeners can follow the line of reasoning; and address alternative or opposing perspectives. The extent to which the response demonstrates organization, development, substance, and style appropriate to the purpose, audience, and task.</p> <p>CCSS.ELA-Literacy.SL.11-12.4</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Skillfully present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; skillfully address alternative or opposing perspectives. Demonstrate skillful organization, development, substance, and style appropriate to the purpose, audience, and task.</p>	<p>Present information, findings, and evidence, conveying a clear perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives. Demonstrate organization, development, substance, and style appropriate to the purpose, audience, and task.</p>	<p>Somewhat effectively present information, findings, and evidence, conveying an indistinct perspective, such that listeners struggle to follow the line of reasoning; insufficiently address alternative or opposing perspectives. Demonstrate organization, development, substance, and style somewhat appropriate to the purpose, audience, and task.</p>	<p>Ineffectively present information, findings, and evidence with an unclear perspective, failing to establish a clear line of reasoning or address alternative or opposing perspectives. Rarely demonstrate organization, development, substance, and style appropriate to the purpose, audience, and task.</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Collaboration and Presentation The extent to which the presentation makes strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Skillfully make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Somewhat effectively make use of digital media in presentations to partially enhance understanding of findings, reasoning, and evidence and to add interest.	Ineffectively make use of digital media in presentations, failing to enhance understanding of findings, reasoning, and evidence and failing to add interest.
Collaboration and Presentation The extent to which the response adapts speech to the specific context and task, demonstrating a command of formal English. CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Skillfully adapt speech to the specific context and task, demonstrating skillful command of formal English.	Adapt speech to the specific context and task, demonstrating command of formal English with occasional errors.	Somewhat effectively adapt speech to the specific context and task, demonstrating partial command of formal English with several errors.	Ineffectively adapt speech to the specific context and task, demonstrating insufficient command of formal English with frequent errors.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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12.3 Speaking and Listening Checklist



Assessed Standards: _____

	Does my response...	✓
Command of Evidence and Reasoning	Explicitly draw on evidence from texts and other research on the topic or issue? (SL.11-12.1.a)	<input type="checkbox"/>
	Pose and respond to questions that probe reasoning and evidence? (SL.11-12.1.c)	<input type="checkbox"/>
	Ensure a hearing for a full range of positions on a topic or issue? (SL.11-12.1.c)	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? (SL.11-12.1.c)	<input type="checkbox"/>
	Promote divergent and creative perspectives? (SL.11-12.1.c)	<input type="checkbox"/>
Collaboration and Presentation	Respond to diverse perspectives? (SL.11-12.1.d)	<input type="checkbox"/>
	Synthesize comments, claims, and evidence made on all sides of an issue? (SL.11-12.1.d)	<input type="checkbox"/>
	Resolve contradictions when possible? (SL.11-12.1.d)	<input type="checkbox"/>
	Determine what additional information or research is required to deepen the investigation or complete the task? (SL.11-12.1.d)	<input type="checkbox"/>
	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning? (SL.11-12.4)	<input type="checkbox"/>
	Address alternative or opposing perspectives? (SL.11-12.4)	<input type="checkbox"/>
	Demonstrate organization, development, substance, and style appropriate to the specific purpose, audience, and task? (SL.11-12.4)	<input type="checkbox"/>
	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest? (SL.11-12.5)	<input type="checkbox"/>

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	Adapt speech to the specific context and task, demonstrating command of formal English? (SL. 11-12.6)	
	Demonstrate command of formal English? (SL. 11-12.6)	

Model Surfacing Issues Tool

Name:		Class :		Date :	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Summarize the issue succinctly, and note the page number and what the text says about the issue in the correct columns.

Issue	Page(s)	Key information about the issue from the text
The effect of climate on human development	22	Diamond explains that the “stimulatory effects” of a “cold climate” or the “inhibitory effects of a hot, humid, tropical climate[]” are used to explain differences in “human creativity and energy” (p. 22).
Irrigation and centralized bureaucracies	22	Diamond suggests that the need for water in “lowland river valleys” in dry climates is an incorrect explanation for the development of “irrigation” and “centralized bureaucracies” (p. 22), and thus an incorrect explanation for human development differences.

Immediate, proximate (first stage) explanations vs. ultimate causes	23, 24	Although some “historians and geographers” have investigated “worldwide comparisons of human societies” (p. 23), this research has provided only “proximate explanations” (p. 24). There is “no generally accepted answer to Yali’s question” (p. 24) because ultimate causation has yet to be researched.
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