

Name of Instructional Move	Description
Pre-Reading – Questioning the source.	What additional information could we obtain to make a source MORE reliable?
Close Reading of Visuals	If exploring one visual closely (Close reading). Divide the visual into quadrants and ask students to close read the visual by quadrant before asking critical analytical questions.
Walk & Talk	Assign various historical roles to students. Then they walk and talk as that character to interview their classmates. After the walking interview process, ask them to compare and contrast the many different perspectives of the historical characters.
Annotating	To improve on reading comprehension and if copies are available, provide students copies of the document with larger margins on the left to annotate.
Mock Trials	Create a historical mock trial using the central historical question as the mock trial question (Collaboration). Identify accurate historical roles and assign students by groups a role. Students are asked to write and speak as that historical group/person using the documents. This is a complicated process.
Use of sentence frames	Use sentence frames for students to use when reflecting on the close reading.
Socratic Discussion	For each document that was included in the SHEG lesson ask students to develop additional interpretive questions related to the documents. These questions were then used in whole-class discussion.
CUBS	CUBS is a reading strategy utilized when we reading primary source documents. C is when students circle a claim made by the author of the document, U is when they underline any evidence supporting the claim, B is students are asked to box any unknown words in the document, and S and write any side comments on the margins next to the document.
CER (Claim, Evidence, Reasoning)	The Claim, Evidence, Reasoning process provides a focus that connects writing with the close reading process (CUBS). Instruction and graphic organizers provides a reminder to students to state a claim, provide evidence to prove the claim, and then explain the meaning of the evidence and how it proves their claim.

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Cornell Notes (2.0)	Cornell notes, although part of our previous instructional practice, still have value within the common core curriculum. They help students gather background information needed to do deeper historical lesson. Previously though, cornell notes were ended with a summary that had students recalling info. Today's notes end with a prompt that asks students to use the CER process, while referencing the essential question. This provides further opportunity for them to use the historical thinking skills while gathering crucial background info.
FAT-T	FATt stands for Focus, Author, Title, Text. It can be used to create a topic or thesis sentence to lead off a summary paragraph or larger body of work. It works like this. Create a box with four squares. In the Author box put the author or source of the work. In the Title box put the title of the work or who the audience of the work is intended for. In the text box put what type of text the work is related to. Is it a novel, a letter, a diary, etc. In the Focus box explain the main idea general gist of the work.
Author's Motives	Discuss motives of authors when analyzing documents. This instructional move would occur during the document analysis phase of a lesson. Before analyzing documents, the teacher should have already established the context under which they were written, that is, what was going on in the world at the time? With this in mind, students are better equipped to consider the motivations of the author, and how his/her writing might provide a particular point of view, or bias.
Opening Activity – Quotation	Each week students are presented with a different historical quote related to the topic of study. On Monday students answer questions on sourcing, on Tuesday they identify vocabulary terms and attempt to define them using context clues, on Wednesday they answer close questions (or highlight), on Thursday they complete a chart identifying the main points and on Friday they use this information to write a paragraph. We do review answers and on Thursday and Friday
Essential Questions	The meaningful use of essential questions is fundamental not only to the planning process, but to guide student analysis and thinking throughout the lesson. Broad enough to be used across the curriculum, they still provide students with a context or connection with which they can access history and comfortably use historical thinking skills.

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Write Around	Students are placed in groups of three to five. Then, students are asked to read a text. They must write the entire time, but are allowed to write about what interest them, what they agree or disagree with, or ask a question. Once they've done their two minutes of writing, they then pass that piece of paper to the person next to them. The next student is then asked to read what the previous student wrote, and respond to it or the source. Once students have done this 2-3 minute rotation three times, they then take a look at the conversation that unfolded based on what they originally wrote. This now opens up a whole new opportunity for conversation.
Say, Mean, Matter	A three column graphic organizer that helps students question the text, search for deeper meanings and make connections by interpreting and discussing its significance. I use it for quotes from the text and content specific vocabulary.
Think Aloud	This move helps students learn to monitor their own thinking as they read a document. They are directed by a series of questions or sentence starters, which they think about and answer aloud while reading. This process reveals how much they understand a text. As students become better at this technique they learn to generate their own questions to guide comprehension.

S: Speaker. Who wrote this? What do we know about this person?

O: Occasion. When was this document created? What context can we put it in?

A: Audience. For whom was this document created?

P: Purpose. What reasons are behind the creation of this document?

S: Summary

SOAPS

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APPARTS	<p>Author: Who created the source? What do you know about the author? What is the author's point of view?</p> <p>Place and Time: Where and when was the source produced? How might this affect the meaning of the source?</p> <p>Prior Knowledge: Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?</p> <p>Audience: For whom was the source created and how might this affect the reliability of the source?</p> <p>Reason: Why was this source produced at the time it was produced?</p> <p>The Main Idea: What point is the source trying to convey?</p>
Multiple Perspective Context	<p>Provide visual support for identifying individuals in the same or a similar context. For example, in a PowerPoint presentation on the Cuban Missile Crisis, show pictures of the president and his advisors in discussion, conversations between JFK &amp; RFK and between Gromyko and Kennedy. Let the students see that the speaker is not a lifeless stream of words, but a specific individual speaking at or writing for a specific occasion. This helps students appreciate personal characteristics, biased vocabulary, and idiosyncratic points of view.</p>
Deconstruct the Prompt	<p>Circle the verbs, cross out extraneous words, generate a "to do"/task list. Students need modeling to identify what is actually required by a prompt. I accomplish this through modeling and guided practice.</p>
Coaching-Facilitating	<p>Students are encouraged to come up with an original argument and find support in the text to make that argument strong. We create lists on the board, word-webs, and mini-discussions. The students then work individually or pairs in order to come up with the best responses or arguments on a particular topic.</p>
Group Text-Dependent Questions	<p>For longer readings, assign 4 or 5 questions that serve both as text-dependent comprehension questions, but also jumping off points for an important discussion. Assign each student in a group to be an expert on one of the questions. They first have to formulate and offer a response to their group-mates, who then help the student to craft a response back to the whole class.</p>

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Sentence Frames	Create sentence frames for students to use when reflecting on the close reading. This helps students have a focused conversation about the curricular material that they are working with.