
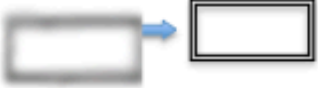
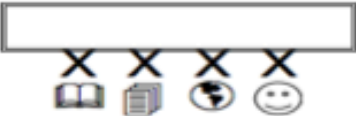
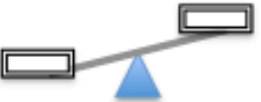


Constructive Conversation Secondary Placemat – Integrated ELD- Social Studies

Goal: Students independently use these skills to prepare themselves to use **Historical Thinking Skills: Sourcing, Contextualization, Close Reading, Corroboration** (Stanford History Education Group, Reading Like A Historian, 2012). (Modified from: Zwiers, O'Hara, & Pritchard (2014))

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create (Put hands over head, open and close them, as if an idea is coming out of your head) 	A <ul style="list-style-type: none"> What do you notice? (Sourcing) Who wrote this? (Sourcing) What are other points of view? (Corroboration) I wonder...? How can we combine these ideas? 	B <ul style="list-style-type: none"> I notice... The author probably believes ... Based on the source information, I think the author might... I connect to ____ because...
Clarify (Place hands over eyes as if focusing binoculars) 	A <ul style="list-style-type: none"> Can you elaborate on...? Can you clarify ____? What do you mean by ____? Say more about ____? Why, How, What, When... (Contextualization) (Sourcing) 	B <ul style="list-style-type: none"> I think it means ... In other words... More specifically, it is... because... In other words, you are saying that... This document might not give me the whole picture because...
Fortify (Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm) 	A <ul style="list-style-type: none"> Can you give an example from the text? (Close Reading) Where in the text does it say that? (Close Reading) Are there any cases in real life? (Contextualization) 	B <ul style="list-style-type: none"> For example... In the text it said... Remember from the text we read... An example from my life is... The evidence used to support the author's claims is...
Negotiate (Put your hands out by your shoulders, palm up. Move them up and down like a scale) 	A <ul style="list-style-type: none"> How are the 2 ideas similar/ different? Which has the strongest evidence? How can we decide which has the more ____ idea? (Corroboration) How is that evidence stronger than this evidence? (Corroboration) 	B <ul style="list-style-type: none"> ____ is strong evidence because... These documents agree/disagree about... Another document to consider might be... The author agrees/disagrees with

Note: For additional language prompts, please refer to the Conversation Skills Poster.

HISTORY/SOCIAL STUDIES



What do the Salem Witch Trial reveal about life in Massachusetts at the end of the 17th century?

Use the Constructive Conversation Placemat to

1. Create ideas
2. Clarify ideas

What do the Salem Witch Trial
reveal about life in Massachusetts at the end of the 17th century?

Salem Evidence A: “Discourse on Witchcraft” (ORIGINAL)

In the speech below, Cotton Mather, an influential leader of the Puritans, argues for the existence of witchcraft (1688).

It should next be proved *THAT* Witchcraft *is*.

The *being* of such a thing is denied by many that place a *great part* of their *small wit* in deriding the stories that are told of it. Their chief argument is that they never *saw* any witches, therefore there are *none*. Just as if you or I should say, we never met with any *robbers* on the road, therefore there never was any *padding* there. . . .

[T]here are especially two demonstrations that evince the being of that infernal mysterious thing. *First*. We have the testimony of *scripture* for it. *Secondly*. We have the *testimony* of *experience* for it. . . . Many *witches* have . . . *confessed and shown their deeds*. We see those things done that it is impossible any disease or any deceit should procure.

Source: Cotton Mather, “Memorable Providences relating to Witchcrafts and Possessions,” from *A Discourse on Witchcraft*, (Boston, 1689), pp. 4-9. Cotton Mather was one of the most influential religious leaders in America at the time.

Fortify, Negotiate

HISTORY/SOCIAL STUDIES

Fortify, Negotiate

Salem Evidence B: Testimony of Abigail Hobbs (ORIGINAL)

Below is the testimony of a teenager accused of witchcraft, Abigail Hobbs, on April 19, 1692.

The Examination of Abigail Hobbs , at Salem Village, 19 April, 1692, by John Hawthorn and Jonath. Corwin , Esqs., and Assistants.

[Judge:] Abig. Hobbs, you are brought before Authority to answer to sundry acts of witchcraft, committed by you against and upon the bodies of many, of which several persons now accuse you. What say you? Are you guilty, or not? Speak the truth.

[Abigail Hobbs:] I will speak the truth. I have seen sights and been scared. I have been very wicked. I hope I shall be better, if God will help me.

[Judge:] What sights did you see?

[Abigail Hobbs:] I have seen dogs and many creatures.

[Judge:] What dogs do you mean, ordinary dogs?

[Abigail Hobbs:] I mean the Devil.

[Judge:] How often, many times?

[Abigail Hobbs:] But once.

....

[Judge:] What would he have you do?



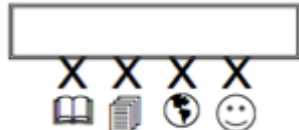

[Abigail Hobbs:] Why, he would have me be a witch.

[Judge:] Would he have you make a covenant with him?

[Abigail Hobbs:] Yes.

Constructive Conversation Secondary Placemat – Integrated ELD/ELA

Goal: Students independently build up ideas (Knowledge, agreement, solution) using these skills

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create (Put hands over head, open and close them, as if an idea is coming out of your head) 	A <ul style="list-style-type: none"> Why do you think the author wrote this? What is the theme of this text? What is the poetic device in used in the ____ stanza? What is your idea? 	B <ul style="list-style-type: none"> I think the author wrote this because... I believe the theme is ... I believe the poetic device is ... My idea is...
Clarify (Place hands over eyes as if focusing binoculars) 	A <ul style="list-style-type: none"> Can you elaborate? Can you clarify? What do you mean by ____? Did what I say make sense? 	B <ul style="list-style-type: none"> I think it means that ... In other words... More specifically, it is ... because... It sounds like you think that...
Fortify (Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm) 	A <ul style="list-style-type: none"> Can you give an example from the text? Where in the text does it say that? Are there any cases in real life? How does it support the idea? 	B <ul style="list-style-type: none"> For example, In the text, it says... Remember from the text we read An example from my life is... Strong supporting evidence is...
Negotiate (Put your hands out by your shoulders, palms up. Move them up and down like a scale) 	A <ul style="list-style-type: none"> Which has the strongest evidence? How can we decide which has the more ____ idea? How is that evidence stronger than this evidence? 	B <ul style="list-style-type: none"> _____ is strong evidence because... I think we can use the criteria of ... because... That is a valid point, but...

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried:
Now granite in a granite hill.

The golden brooch my mother wore
She left behind for me to wear:
I have no thing I treasure more:
Yet, it is something I could spare.

Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.

by Edna St. Vincent Millay, 1949



What words might
you use to describe
the author's feelings
towards her mother?

1. Create ideas
2. Clarify ideas

Read the brief biography of the author.
Use this information to continue your discussion.

Edna St. Vincent Millay

1892-1950, Rockland, ME



Photo credit: Carl Van Vechten

Poet and playwright Edna St. Vincent Millay was born in Rockland, Maine, on February 22, 1892. Her mother, Cora, raised her three daughters on her own after asking her husband to leave the family home in 1899. Cora encouraged her girls to be ambitious and self-sufficient, teaching them an appreciation of music and literature from an early age. In 1912, at her mother's urging, Millay entered her poem "Renascence" into a contest: she won fourth place and publication in *The Lyric Year*, bringing her immediate acclaim and a scholarship to Vassar College.

There, she continued to write poetry and became involved in the theater. She also developed intimate relationships with several women while in school, including the English actress Wynne Matthison. In 1917, the year of her graduation, Millay published her first book, *Renascence and Other Poems*. At the request of Vassar's drama department, she also wrote her first verse play, *The Lamp and the Bell* (1921), a work about love between women.


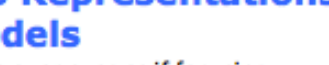

After graduating from Vassar, Millay, whose friends called her "Vincent," moved to New York City's Greenwich Village, where she led a Bohemian life. She lived in a nine-foot-wide attic and wrote anything she could find an editor willing to accept. She and the other writers of Greenwich Village were, according to Millay herself, "very, very poor and very, very merry." She joined the Provincetown Players in its early days and befriended writers such as Witter Bynner, Edmund Wilson, Susan Glaspell, and Floyd Dell, who asked for Millay's to marry him. Millay, who was openly bisexual, refused, despite Dell's attempts to persuade her otherwise. That same year Millay published *A Few Figs from Thistles* (1920), a volume of poetry which drew much attention for its controversial descriptions of female sexuality and feminism. In 1923 her fourth volume of poems, *The Ballad of the Harp-Weaver*, was awarded the Pulitzer Prize. In addition to publishing three plays in verse, Millay also wrote the libretto of one of the few American grand operas, *The King's Henchman* (1927).

Fortify, Negotiate

Constructive Conversation Secondary Placemat – Integrated ELD/Math

Goal: Students independently build up ideas (Knowledge, agreement, solution) using these skills

Coach students independently build up ideas (knowledge, agreement, solution) using these skills

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding								
<p>Create</p> <p>Clarify problem and ideas for solving it</p> <p>(Put hands over head, open and close them, as if an idea is coming out of your head)</p> 	<p>A</p> <ul style="list-style-type: none"> What is the problem asking? How does the problem begin? What do we need to know? What patterns do we notice? 	<p>B</p> <ul style="list-style-type: none"> In other words... More specifically, it is... because... It is important to ____ because... I noticed... 								
<p>Clarify</p> <p>Discuss Representations and Models</p> <p>(Place hands over eyes as if focusing binoculars)</p> 	<p>A</p> <ul style="list-style-type: none"> How else can we show this? How can we draw or graph this? How can we explain this to others? What symbols can we use? 	<p>B</p> <ul style="list-style-type: none"> I think it means that ... In other words... More specifically, it is ... because... It sounds like you think that... 								
<p>Fortify</p> <p>Explain and Support Reasoning</p> <p>(Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm)</p> 	<p>A</p> <ul style="list-style-type: none"> Can you explain why you? What does that mean? Why do you...? What math rule are you using? How did you get this answer? Can you give an example? How does the sample problem help us? 	<p>B</p> <ul style="list-style-type: none"> If we ____, then we need to ____ because... A key math principle is making sure that you.... In math, we always need to... Let me show you what I mean... 								
<p>Negotiate</p> <p>Use Multiple Methods for Solving</p> <p>(Put your hands out by your shoulders, palms up. Move them up and down like a scale)</p> <table border="1"> <tr> <td>Visual</td> <td>Verbal</td> <td>Symbols</td> <td>Objects</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Visual	Verbal	Symbols	Objects					<p>A</p> <ul style="list-style-type: none"> What are other ways to solve this? Which method is most useful? Why? What do you think about this strategy for solving it? 	<p>B</p> <ul style="list-style-type: none"> A different way to solve this is... This methods works because... Let's try this and see what happens.
Visual	Verbal	Symbols	Objects							

MATH

MATH





Create, Clarify, Fortify, Negotiate

On June 1, a fast growing species of algae is accidentally introduced into a lake in a city park. It starts to grow and cover the surface of the lake in such a way that the area covered by the algae doubles every day. If it continues to grow unabated, the lake will be totally covered and the fish in the lake will suffocate. At the rate it is growing, this will happen on June 30.

- ✓ a. When will the lake be covered half-way?
- b. On June 26, a pedestrian who walks by the lake every day warns that the lake will be completely covered soon. Her friend just laughs. Why might her friend be skeptical of the warning?
- c. On June 29, a clean-up crew arrives at the lake and removes almost all of the algae. When they are done, only 1% of the surface is covered with algae. How well does this solve the problem of the algae in the lake?

Constructive Conversation Secondary Placemat – Integrated ELD/Science

Goal: Students independently build up ideas (Knowledge, agreement, solution) using these skills

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create (Put palms facing up) 	A <ul style="list-style-type: none"> What did you observe? What do you see happening? What can we learn from this phenomenon? Why is this important? What is your hypothesis? 	B <ul style="list-style-type: none"> I observed that... I saw... I noticed... Look at the way that the ... My hypothesis is....
Clarify (Pull hands Apart) 	A <ul style="list-style-type: none"> What do you wonder about the observation? What do you think will happen? What caused _____ to happen? Which principles apply here? Why, How, What, When... 	B <ul style="list-style-type: none"> I think it means ... In other words... More specifically, it is... because... In other words, you are saying that...
Fortify (Put one hand on top of the other hand with fingers pointed up to make a structure) 	A <ul style="list-style-type: none"> Can you give an example from the: text, experiment, observation, life? What data do we have? What are the short and long-term effects? How does _____ support your hypothesis? 	B <ul style="list-style-type: none"> For example, _____ Remember from the text/experiment/observation... The data shows.... An example from real life is... Strong supporting evidence is...
Negotiate [if more than 1 idea] (Hands up and down) 	A <ul style="list-style-type: none"> How are the 2 ideas similar/ different? Which has the strongest evidence? How is that evidence stronger than this evidence? Does the usefulness outweigh the ethical? Why is this controversial? What is the moral dilemma? 	B <ul style="list-style-type: none"> _____ is strong evidence because... I think we can use the criteria of _____ because... That is a valid point, but... I think the negative of... outweighs the positives of...

Modified from: Zwiers, O'Hara, & Pritchard (2014)

Is it possible for an organism to be both cold-blooded and warm-blooded?



Use the Constructive Conversation Placemat to

1. Create ideas
2. Clarify ideas

Is it possible for an organism to be both cold-blooded and warm-blooded?



http://www.huffingtonpost.com/entry/were-dinosaurs-cold-blooded-or-warm-blooded_55d777e6e4b04ae4970335e2

Use the Constructive Conversation Placemat to
Fortify ideas
Negotiate ideas