ENGLISH LANGUAGE ARTS CONTENT MODULES

Curriculum Samples

ELA Content Module 1, Session 1

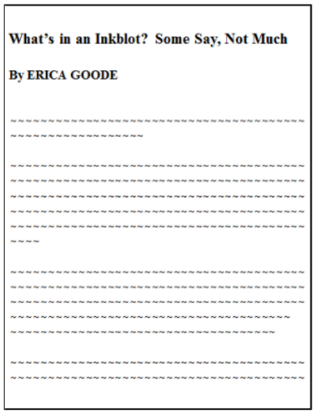
Grades 6-8

EXAMPLE #1

Excerpt from Lesson #5: "What's an Inkblot? Some Say Not Much"

Card 5 of 8

Let's Read!


What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

- Listen as I reread the first section of "What's in an Inkblot? Some Say, Not Much" by Erica Goode.

Let's Read!

Suggested Pacing: ~ 12 minutes

Directions:

- Ask students, "What event prompted the author to write this article?" (Students should identify that an article was published saying the Rorschach test is flawed and should not be used.)
- Say: "I'm going to read the first part of this text aloud. As I read, I want you to think about the debate over the Rorschach and other projective tests. What is the claim of each side of the debate?"
- Read aloud the first section of the text (from the beginning until "A History of Controversy") as students follow along.
- Conduct a brief whole-class discussion based on the claim of each side of the debate. Students should cite evidence to support their answers.
- Record student answers on a white board or chart paper.

Guiding Questions and Prompts:

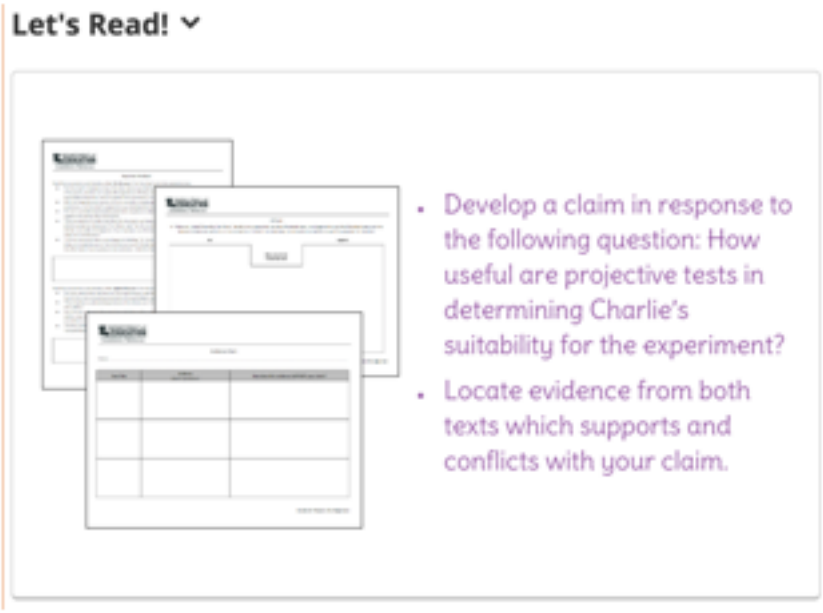
- "What does it mean if a test is *flawed*?"
- "Why does the author suggest the debate over the Rorschach test will become more heated?"

Student Look-Fors:

- Students should understand that the Rorschach tests are often in custody battles and for diagnosing and treating patients who may have experienced abuse.
- One side of the debate believes projective tests are flawed and limited in their use.
    - "While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests' ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited." (Paragraph 11)
    - "The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say." (Paragraph 12)
- The other side of the debate believes projective tests are useful in clinical situations.
    - "They 'have been used for a long time very effectively, with very good results and a great deal of scientific support,' he said." (Paragraph 16)

EXAMPLE #2

Excerpt from Lesson #8: Apply Knowledge to "Flowers for Algernon"



Let's Read!

Suggested Pacing: ~ 10 minutes

Directions:

- Instruct students to write their claim in response to the question on the top of the evidence chart.
- Prompt students to review "What's in an Inkblot? Some Say, Not Much" and "Flowers for Algernon" to locate evidence which supports and conflicts with their claim.
- Allow students to use their completed H-chart and argument analysis handout to locate evidence.

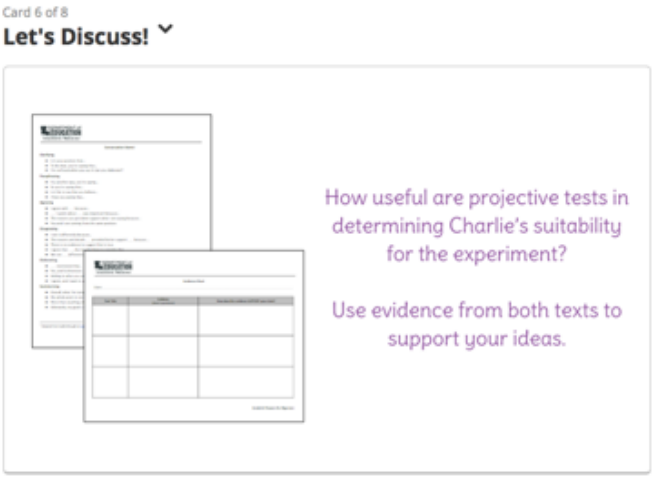
Guiding Questions and Prompts:

- As needed, model for students how to support their claims: Project a paragraph and model where to include evidence from the text to support the identified claim and how to locate that evidence using the text and other notes. Access model paragraphs (original and revised) from the lesson exemplars and revised lessons exemplars under the Additional Materials tab.

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.

EXAMPLE #2 (continued)



Let's Discuss! Suggested Pacing: ~ 10 minutes

Directions:

- Conduct a discussion (either as a whole class in various small groups) in response to the question on the slide.
- Ensure students use the conversation stems and provide relevant textual evidence in their discussion.

Guiding Questions and Prompts:

- "Was the Rorschach useful in Charlie's situation?"
- "How does Charlie's experience with the Rorschach tests support the controversy surrounding the tests?"
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
    - "So you're saying/asking/seeking clarification on [restatement of the student's comment/question]. Do I have that right?"
    - "Y, restate or rephrase what X said."
    - "How do you know? What evidence from the text supports your thinking?"
    - "Who agrees/disagrees with X? Why?"
    - "Can someone add to what X said?"
    - "Take your time. We'll wait."
    - "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"

Student Look-Fors:

- Access exemplar student responses under the Additional Materials tab.
- Students should express similar ideas in their conversations in preparation for writing in response to a similar prompt.

EXAMPLE #3

Excerpt from "Let's Set the Context" Video for Lessons 5-9

Video 1

What is a Rorschach Test?

These instructional videos are for students who need extra support with the content and texts in advance of the unit. Assign one or more videos to those selected students to watch on their own on any device. Students encounter stopping signs across the ...

Let's Set the Context!

These instructional videos are for students who need extra support with the content and texts **in advance of the unit**. Assign one or more videos to those selected students to **watch on their own** on any device.

- Students encounter stopping signs across the video when they pause to complete part of a handout.
- Students need a printed handout for each video

What is a Rorschach Test?

1. Click the video to play and pause.
2. Follow instructions in this video for when to pause it and answer the questions in the handout.

Questions included in the Student Handout:

1. Write one sentence explaining what you see in the inkblot.
2. Write one sentence summarizing the excerpt from the article.
3. Read the sentence: **"And the psychologists argue that even when the Rorschach appears to have greater validity – for example, in assessing intelligence, diagnosing schizophrenia, and predicting a patient's success in psychotherapy – it is not clear how much additional knowledge is gained from the test."**
    a. Underline the part of the sentence that lists three instances when the inkblot test is useful.
    b. Circle the part of the sentence where the author states the opposite view.
4. Summarize both sides of the argument about the Rorschach test in your own words.

EXAMPLE #4

Sequence of texts included in the "Flowers for Algernon" unit

What's in an Inkblot? Some Say, Not Much

By ERICA GOODE

GO TO LESSON PLAN

Psychology has produced few more popular icons than the Rorschach inkblot test.

Devised 80 years ago by a young Swiss psychiatrist, the Rorschach has entered the language as a synonym for anything ambiguous enough to invite multiple interpretations. And beyond its pop culture status, it has retained a central role in personality assessment, administered several hundred thousand times a year, by conservative estimates, to both children and adults.

In custody disputes, for example, the test is used to help determine the emotional fitness of warring parents. Judges and parole boards rely on it for insight into a prisoner's criminal tendencies or potential for violence. Clinicians use it in investigating accusations of sexual abuse, and psychotherapists, as a guide in diagnosing and treating patients.

Yet almost since its creation, the inkblot test has also been controversial, with early critics calling it "cultish" and later ones deeming it "scientifically useless."

And in recent years, academic psychology departments have been divided over the merits of the test, and some have stopped teaching it.

The debate is likely to become even more heated with the publication of an article provoking discussion and anger among clinicians who routinely use the Rorschach. In the article, three psychologists conclude that the inkblot test and two others commonly used — the Thematic Apperception Test or T.A.T. and the Draw-a-Person test — are seriously flawed and should not be used in court or the consulting room.

EXAMPLE #4 (continued)

Sequence of texts included in the "Flowers for Algernon" unit

New and Emerging Theories of Intelligence

Originally prepared by: Kristin Garrigan and Jonathan Plucker (fall 2001)

Introduction

(back to outline)

You cannot pick up a magazine today without seeing an article regarding intelligence or intelligences. The study of intelligence has proved to be a continuously evolving, dynamic field, with the breadth of the field expanding rapidly over the past 25 - 30 years. Many individuals, such as Gardner, Naglieri, and Goleman, argue that our view of human intelligence is far too narrow, leading the way to an expanded view of what intelligence is and what constitutes an intelligence. Several of the new and emerging intelligences are noted in the following sections.

The Theory of Multiple Intelligences

(back to outline)

In the early 1980s, Howard Gardner opened the window to multiple intelligences (MI), Prof. Gardner claimed that MI theory illuminates the fact that humans exist in a multitude of contexts and that these contexts both call for and nourish different arrays and assemblies of intelligence. Many psychologists have expounded on this notion and today the number of quantifiable intelligences extends beyond that of Gardner's initial seven multiple intelligences. MI Theory is discussed in greater depth in a separate Hot Topic.

Sternberg's Conceptions

(back to outline)

Robert J. Sternberg has devoted much of his career to the study of various conceptions of human intelligence. Starting with his Triarchic Theory of Human Intelligence (Sternberg, 1985), he has expanded on his view of human ability and success. Successful intelligence is defined as that set of mental abilities used to achieve one's goals in life, given a socio-cultural context, through adaptation to, selection of, and shaping of environments. Successful intelligence involves three aspects that are interrelated but largely distinct: analytical, creative, and practical thinking (Sternberg, 1998). Practical Intelligence is the ability to size up a situation well, to be able to determine how to achieve goals, to display awareness to the world around you, and to display interest in the world at large (Sternberg, 1990; Sternberg et al., 2000; Wagner, 2000). Prof. Sternberg is working on several projects that examine the interrelation of his various conceptions of ability in applied settings.

Moral Intelligence

(back to outline)

Moral Intelligence is the ability to distinguish between right and wrong. Broadly conceived, moral intelligence represents the ability to make sound decisions that benefit not only yourself, but others around you (Coles, 1997; Hass, 1998).

EXAMPLE #4 (continued)
Sequence of texts included in the "Flowers for Algernon" unit

Does IQ Test Really Measure Intelligence?

By Denise Mann

Dec. 20, 2012 -- Single tests that measure intelligence quotient, or IQ, may become a thing of the past.

A new study of more than 100,000 participants suggests that there may be at least three distinct components of intelligence. So you could not give a single, unified score for all of them.

Researchers' understanding of the complexities of the human brain has evolved, and so too has the notion of IQ, what it really means, and how it is most accurately captured.

"There are multiple types of intelligence," says researcher Adam Hampshire, PhD. He is a psychologist at the Brain and Mind Institute Natural Sciences Centre in London, Ontario, Canada. "It is time to move on to using a more comprehensive set of tests that can measure separate scores for each type of intelligence."

Using Many IQ Tests

In the study, all participants were invited to take a series of 12 online tests that measure memory, reasoning, attention, and planning as well as information on the test takers' background and lifestyle. The entire test takes about 30 minutes to complete.

EXAMPLE #4 (continued)
Sequence of texts included in the "Flowers for Algernon" unit

IQ tests are 'meaningless and too simplistic' claim researchers

- **Researchers say findings are a 'wake up call' for anyone using current tests**
- **Comes after biggest ever study of intelligence**

By NICHOLAS MCDERMOTT
PUBLISHED: 13:12 EDT, 19 December 2012 | **UPDATED:** 14:08 EDT, 18 July 2016

It will come as a relief to those who failed to shine when taking an IQ test.

After conducting the largest ever study of intelligence, researchers have found that far from indicating how clever you are, IQ testing is actually rather 'meaningless'.

In a bid to investigate the value of IQ, scientists asked more than 100,000 participants to complete 12 tests that required planning, reasoning, memory and attention.

Researchers say that traditional IQ tests simply do not work as they cannot measure every aspect of intelligence - and said their findings are a 'wake up call' for schools, universities and others that use the tests

They also filled in a survey on their background.

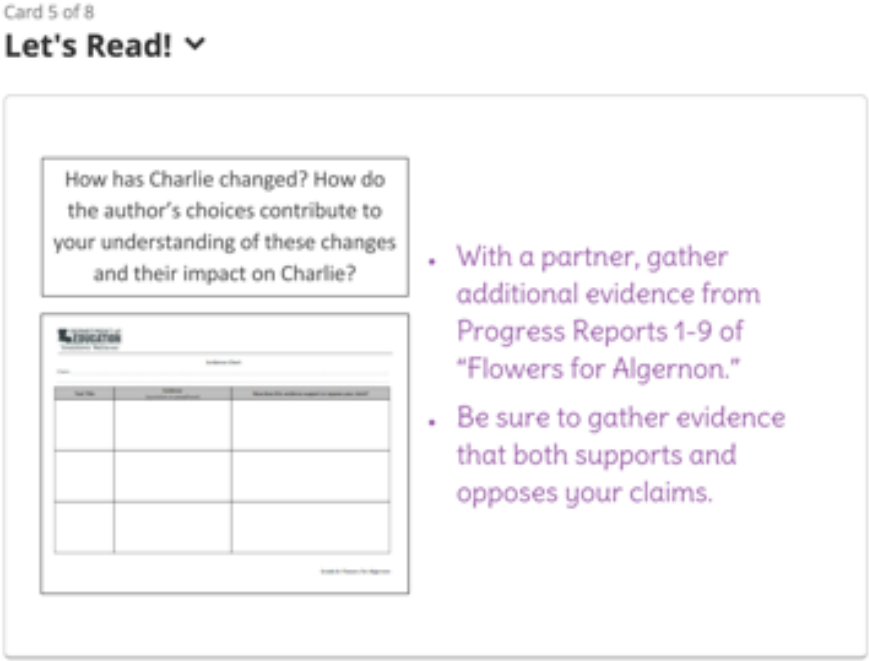
They discovered that far from being down to one single factor, what is commonly regarded as intelligence is influenced by three different elements - short-term memory, reasoning, and verbal ability.

But being good at one of these factors does not mean you are going to be equally gifted at the other two.

Scientists from Canada's Western University in Ontario, also scanned some of the participants' brains while they undertook the tests.

EXAMPLE #5

Excerpt from Lesson #14: Conduct a Socratic Seminar



Let's Read!

Suggested Pacing: ~ 8 minutes

Directions:

- Divide students into pairs so that students with similar claims are paired together.
- Remind students of the goal and process of the Socratic seminar: "Today we are going to conduct a Socratic seminar. The goal of the seminar is to evaluate the success of Charlie's surgery as we understand it so far in 'Flowers for Algernon.' To conduct our seminar, we will be dividing into two circles--an inner circle and an outer circle. The inner circle will be responsible for discussing the questions on the slide. The outer circle will be responsible for listening to the inner circle and taking notes of the claims, reasons, and evidence provided during the seminar. To prepare for our seminar, we are going to locate evidence and then establish norms for the inner circle as a class."
- Ask each pair to share the evidence they gathered for homework and work together to locate additional evidence.
- Remind students to collect as much evidence as they can, as they will use it during the seminar.

Student Look-Fors:

- Access a completed evidence chart under the Additional Materials tab.

EXAMPLE #5 (continued)
Excerpt from Lesson #14: Conduct a Socratic Seminar

Card 6 of 8

Let's Discuss!

Inner Circle Norms
• **Refer to the text to demonstrate understanding of the text.** • **Use the conversation stems.** • **Everyone should participate**: Invite and allow others to speak at least once. • **Continue the conversation**: Talk to each other and listen to build on each other's thoughts. • **Consider all viewpoints and ideas**: Justify your own claim or acknowledge changes in your perspective. • **You are responsible for the quality of the seminar.**

Let's Discuss!

Suggested Pacing: ~ 10 minutes

Directions:

- Establish norms as a class for the inner circle during the seminar.
- See the Additional Notes below for other options in adapting this process.
- Write the norms on chart paper or white board so students can see them during the seminar.
- Model and/or practice expectations for engaging in the seminar. See the Student Look-Fors for modeling/practice ideas.

Student Look-Fors:

- Ask students to review the conversation stems with their partner to identify which ones would be good for meeting a specified expectation. Have 2-3 pairs role play some examples of how they could use the stems to meet that expectation, such as inviting someone into the conversation or considering all viewpoints and ideas while justifying their own claim and acknowledging changes in their perspective.

Student Look-Fors (continued):

- Prompt pairs to write 2-3 clarifying questions they might ask about the Socratic seminar question, such as "Why did Charlie have the surgery?" or "What were the results of the surgery?" Explain to students that having these questions on hand will allow them to extend the conversation and invite others to participate.
- Have students practice with their partner using the conversation stems to distinguish an opposing claim from their own claim and using evidence which supports that claim to support their own. For example, "While X says Charlie is not better off from the surgery because he is now knows his friends really aren't his friends, I see it differently because now at least Charlie knows not to hang out with Joe and Frank any longer. Knowing is better than not knowing and being a fool."

Additional Notes:

- Depending on the situation in the classroom, there a few options for personalizing the process described above. For example, the outer circle may keep track of the claims, reasons, and evidence on notebook paper, or, if there is access to technology, the outer circle may capture the claims and evidence using a backchannel platform such as TodaysMeet. Another option for the outer circle is for them to evaluate the performance of an identified person in the inner circle using a discussion rubric or watching for use of the conversation stems.
- Norms are a list of expectations students should meet and will be evaluated on during a Socratic seminar.
- They are important to set up front and practice so that students have a clear idea of what a successful seminar will look and sound like.
- When establishing norms as a class, focus on what students most need support with in scholarly conversations.
- The norms and conversation stems on the slide are options, but these should be established by the class based on areas in which students need additional practice.

- For further clarity on how to implement a Socratic seminar in a classroom, refer to http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/student-led-discussions.pdf?sfvrsn=2 or https://www.facinghistory.org/for-educators/educator-resources/teaching-strategy/socratic-seminar.