

**Q1: What Happened?  
Narration Rubric**

<b>Element</b>	<b><i>Proficient</i></b>	<b><i>Developing</i></b>	<b><i>Starting Out</i></b>
<b>Change Over Time</b>	<i>Clear contrast between setting and outcome.</i>	Unclear contrast between setting and outcome.	Undefined setting or outcome.
<b>Agency: Who did What?</b>	<i>Active voice to describe all actions and events.</i>	Frequent use of passive voice. Events have vague or unspecified actors.	Simply lists events.
<b>Coherence</b>	<i>All parts of the story are clearly related.</i>	Some parts of the story seem unrelated.	Elements of the story seem random or unrelated.
<b>Accuracy</b>	<i>Descriptions of actors and events are specific, in correct sequence, and true.</i>	Descriptions of actors and events are out of sequence, contain factual errors, or are vague.	Few or no correct descriptions of actors or events.

### Question One Playcard: Teaching and Assessing Narration

<i>Acquiring Knowledge</i>	<i>Practicing Narration</i>
<ul style="list-style-type: none"><li>● Narrative Note Taking with:<ul style="list-style-type: none"><li>○ Lectures</li><li>○ Reference Texts (inc. textbooks)</li><li>○ Secondary Source Readings</li><li>○ Videos</li><li>○ Podcasts</li><li>○ Timelines and Maps</li><li>○ Primary Sources</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Visualize<ul style="list-style-type: none"><li>○ Make a Storyboard</li><li>○ Annotate Timelines and Maps</li><li>○ Sequence Images and Documents</li></ul></li><li>● Write<ul style="list-style-type: none"><li>○ “Because/But/So” Sentences</li><li>○ Write a Four-Sentence Story</li><li>○ Write a comic book or children’s story</li><li>○ Write a skit</li></ul></li><li>● Recite<ul style="list-style-type: none"><li>○ With a Slideshow</li><li>○ In a Pechakucha<sup>1</sup></li><li>○ In Character</li><li>○ Without Notes</li></ul></li><li>● Ask Questions (Q1-Q4)</li></ul>

<sup>1</sup> <https://www.pechakucha.com/>

**Question Two: What Were They Thinking?  
Interpretation Rubric**

<b>Element</b>	<b><i>Proficient</i></b>	<b><i>Developing</i></b>	<b><i>Starting Out</i></b>
<b>Describes Plain Meaning</b>	<i>Describes the meaning of texts or artifacts accurately and precisely</i>	Describes the meaning of texts with some inaccuracies or imprecision	Struggles to describe the meaning of texts with accuracy and precision
<b>Makes Context-Sensitive Claims</b>	<i>Makes claims about the author's thinking that fit the author's story and context</i>	Some claims about the author's thinking don't fit the author's story or context	Claims about the author's thinking are unclear or anachronistic
<b>Cites Specific Evidence from Texts and Artifacts</b>	<i>Defends claims with specific textual and contextual evidence</i>	Some claims lack specific textual or contextual evidence	Claims lack evidence or are contradicted by the evidence
<b>Connects Evidence to Claims with Explicit Reasoning</b>	<i>Makes plausible, compelling arguments in support of the connection between evidence and claims</i>	Some claims lack plausible or compelling arguments connecting them to the evidence	Claims and evidence lack connecting arguments

## Q2: Document Analysis Template

Document Title: \_\_\_\_\_

### *Identify and Contextualize*

Who created it?  
(Name; Official role  
or title)

What kind of  
document is it? Who  
is the intended  
audience?

When and where did  
they create it?

What has happened  
in our unit story at  
the time this  
document was  
created? How is the  
author related to the  
story so far?

### *Paraphrase or Summarize*

***Interpret***

What do you think was the author or creator's purpose or goal in creating this document?

What do you think were the author or creator's assumptions? (Given what the document says, what must they assume to be true about their world?)

**Sum Up: What was the author thinking when they created this document? (Q2)**

*Write your summation in 1-3 complete and correct sentences!*

## Question Two Playcard: Teaching and Assessing Interpretation

<i>Acquiring Knowledge</i>	<i>Practicing Interpretation</i>
<ul style="list-style-type: none"><li>● Annotating:<ul style="list-style-type: none"><li>○ Primary Source Documents</li><li>○ Historical Artifacts</li><li>○ Patterns of Action and Decision Making</li><li>○ Narrative Notes</li><li>○ Secondary Source Readings</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Define Plain Meaning<ul style="list-style-type: none"><li>○ Answer Text-Dependent Questions</li><li>○ Summarize</li><li>○ Paraphrase</li><li>○ Fluent Read Aloud</li></ul></li><li>● Make and Defend Interpretive Claims<ul style="list-style-type: none"><li>○ In response to questions</li><li>○ In discussion</li><li>○ In writing</li><li>○ Identify the Author</li><li>○ In roleplay</li></ul></li><li>● Inquire<ul style="list-style-type: none"><li>○ Find texts or artifacts that address a Q2</li><li>○ Check a scholar's answer to Q2</li></ul></li></ul>

**Question Three: Why Then and There?  
Explanation Rubric**

<b>Element</b>	<b><i>Proficient</i></b>	<b><i>Developing</i></b>	<b><i>Starting Out</i></b>
<b>Identifies <u>Correlating Factors</u></b>	<i>Accurately identifies a range of factors (changes or differences) that correlate with the outcome</i>	Identifies factors (changes or differences) that correlate with the outcome	Struggles to identify factors (changes or differences) that correlate with the outcome
<b>Makes <u>Claims</u> about <u>Explanatory Factors</u></b>	<i>Describes plausible and testable mechanisms connecting factors to the outcome</i>	Describes mechanisms to connecting factors to the outcome	Struggles to describe mechanisms that connect factors to the outcome
<b>Identifies <u>Evidence</u> to <u>Test Explanation</u></b>	<i>Identifies real world comparative cases to test explanation</i>	Describes hypothetical comparative cases to test explanation	Struggles to describe comparative cases to test explanation
<b>Connects <u>Evidence</u> to <u>Claims</u> with <u>Explicit Reasoning</u></b>	<i>Accurately and convincingly identifies similarities and differences between cases</i>	Identifies some similarities or differences between cases	Struggles to identify similarities or differences between cases

### Q3: Data Analysis Template

OUTCOME TO BE EXPLAINED: \_\_\_\_\_

#### Step 1: Identify Correlating Factors

Earlier / Place A	Later / Place B	Category

#### Step 2: Make Explanatory Claims

<i>Claim: (Outcome to be explained happened) because,</i>	<i>Mechanism: This meant that...</i>

#### My Hypothesis: Why Then and There? (Q3)

*Write your response to Question Three in a complete and correct paragraph*

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#### Step 3: Present Evidence and Reasoning

<i>Generalized Explanatory Claim:</i>	
<i>Comparative case to test explanation:</i>	<i>Reasoning to say how comparative case tests explanation:</i>



### Question Three Playcard: Teaching and Assessing Explanation

<i>Acquiring Knowledge</i>	<i>Practicing Explanation</i>
<ul style="list-style-type: none"><li>● Annotating:<ul style="list-style-type: none"><li>○ Reference Sources</li><li>○ Data Sources</li><li>○ Secondary Sources</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Identify Correlating Factors<ul style="list-style-type: none"><li>○ Categorize</li><li>○ Compare and Contrast</li><li>○ In Strategic Games</li></ul></li><li>● Make and Defend Explanatory Claims<ul style="list-style-type: none"><li>○ In Response to DBQs</li><li>○ In Mini-DBQs</li><li>○ In Research Designs</li></ul></li><li>● Inquire<ul style="list-style-type: none"><li>○ Find data that addresses a Q3</li><li>○ Check a scholar's answer to Q3</li><li>○ Write a Q3 Research Essay</li></ul></li></ul>

**Question Four: What Do We Think About That?  
Judgment Rubric**

<b>Element</b>	<b><i>Proficient</i></b>	<b><i>Developing</i></b>	<b><i>Starting Outd</i></b>
<b>Describes Context and Thinking</b>	<i>Accurately describes the relevant context and thinking of the actor, action, or institution to be judged</i>	Describes the context and thinking of the actor, action, or institution to be judged	Struggles to define the context and thinking of the actor, action, or institution to be judged
<b>Makes Judgment Claims</b>	<i>Makes defensible judgment claims about specific objectives and methods, and plausible alternatives</i>	Makes clear judgment claims about specific decisions, with reference to either objectives, methods, or alternatives.	Struggles to make clear judgment claims about the actor, action, or institution to be judged
<b>Articulates Reasoning in Defense of Judgment</b>	<i>Defends claims with explicit, consistent references to values, beliefs, and general principles</i>	Refers to values, beliefs, and principles in defense of claims	Struggles to articulate the connection between values, beliefs, and principles with specific claims
<b>Applies Reasoning to Comparable Cases</b>	<i>Confirms consistency and general validity of reasoning by applying it to comparable cases</i>	Considers comparable cases of judgment	Struggles to apply values, beliefs, and principles to new cases

**Question Four Reflection Template**

*Unit Specific Question Four?*

**Step One: Generating Claims**

<b>Good Choice</b>	<b>Bad Choice</b>

**Step Two: Analyzing Claims**

<b>Theme (from Step One Claims)</b>	<b>Good Choice Assumptions</b>	<b>Bad Choice Assumptions</b>

**Step Three: Generalizing Claims / Articulating Principles, Values & Beliefs**

*Under what conditions general version of Question Four?*

<b>Principles</b> <i>I think that ...</i>	<b>Values &amp; Beliefs</b> <i>Because I believe that...</i>

**Step Four: Applying Principles**

*New specific application of Question Four?*

**How do my principles apply in this new case?**

### Question Four Playcard: Teaching and Assessing Judgment

<i>Acquiring Knowledge</i>	<i>Practicing Judgment</i>
<ul style="list-style-type: none"><li>● Annotating:<ul style="list-style-type: none"><li>○ Narrative Notes</li><li>○ Q2 Document Analysis Template</li><li>○ Q3 Data Analysis Template</li><li>○ Editorials</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Identify Context and Thinking<ul style="list-style-type: none"><li>○ Q2 review</li><li>○ Unpack a scenario</li></ul></li><li>● Generate Judgment Claims<ul style="list-style-type: none"><li>○ In Debate</li><li>○ In Dialogue</li><li>○ In Roleplay / Simulation</li></ul></li><li>● Articulate Values and Principles<ul style="list-style-type: none"><li>○ In Discussion</li><li>○ In Response to Editorials</li></ul></li><li>● Apply Judgment Claims<ul style="list-style-type: none"><li>○ In the unit</li><li>○ Across units</li></ul></li><li>● Inquire<ul style="list-style-type: none"><li>○ Write a White Paper</li></ul></li></ul>