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## STUDENT GUIDE

**Close Reading and Writing Lesson:**

**How do leaders from different countries work together to solve global problems?**



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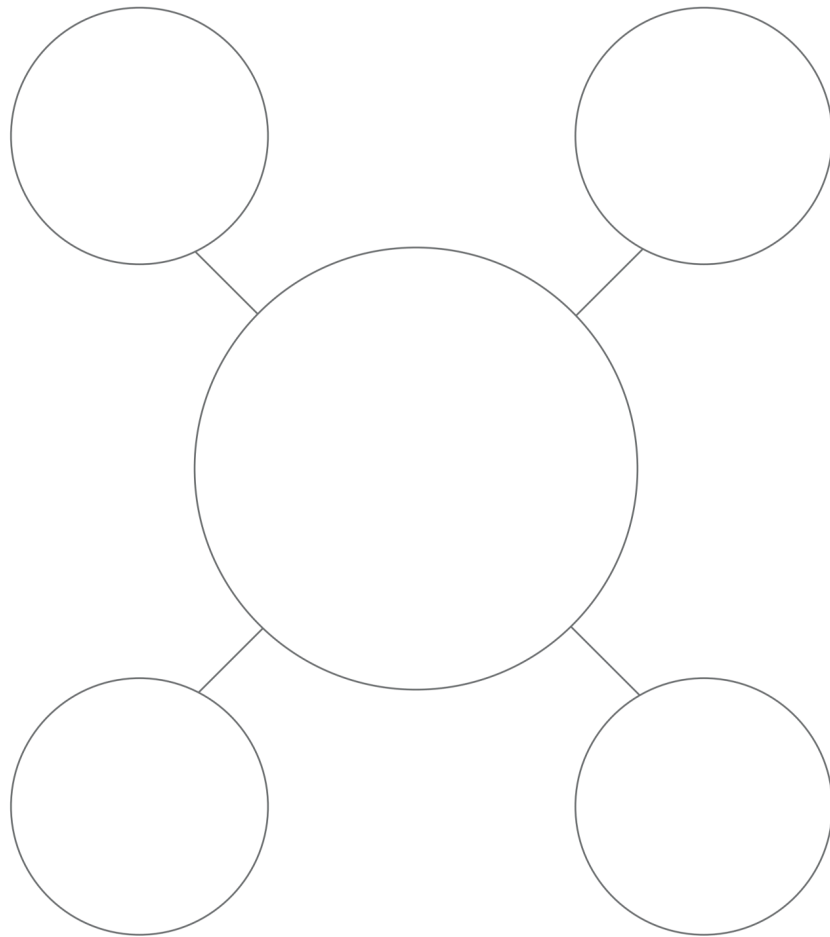


### Vocabulary Pre-Work

## Making a Word Map

### Steps

1. Read the “Overview” for this lesson from the set, “Leadership.” Pick a word you don’t know from the “Overview.”
2. Draw a word map with the unknown word in the center circle, or use the graphic organizer provided below.
3. Place the word in the center of the map. Pronounce the word.
4. Read the text around the word. Are there related words you can add to your map?
5. Use an online dictionary or online thesaurus to look up the word and find a definition.
6. Find words and phrases that fit with the meaning. Draw pictures that fit with the meaning. Add these words, phrases, and images to your word map.
7. Read the text again, applying the meaning of the word to the text.
8. Share your map with your classmates.





## Direct Instruction Skills Focus

# Cornell Notes: Writing About Social Studies

**Questions**

- Think of questions that need thoughtful answers or can be answered in more than one way (more than just one word)
- Write questions directly across from the answers in your notes

**Record for Review**

- Write headings and keywords
- Take enough notes on important points
- Write the ideas in your own words
- List information in the correct order
- Include your own examples, drawings, or tables if they help you clarify your notes

According to this lesson on [Learn.Thinkcerca.com](https://www.learn.thinkcerca.com)...

What are the four areas of social studies?	The four areas of social studies are...
What techniques can be used in writing about social studies?	Writing techniques include...
What are primary and secondary sources?	Primary and secondary sources are...
Why is it important to cite sources?	Citing sources is important because...



## Cornell Notes

## Writing About Social Studies *(continued)*

**Summarize and Reflect**

In your own words and in complete sentences, write a 3–4 sentence summary of this skills lesson. Your summary should cover the central ideas of the content you just worked on, be accurate, and have enough details to support the central ideas you took away from your learning.

According to this lesson...



### Step 1: Overview

## Finding *Your* Purpose for Learning

Since the mid-1940s, the United Nations (UN) has worked to promote peace and prevent conflict. Leaders from 193 member nations send representatives to the UN to find solutions to problems that impact people around the world.

Read the “Overview” provided at [thinkcerca.com](http://thinkcerca.com) to learn more about how leaders at the UN work together.

What more would you like to learn about the UN’s history? What would you like to know about how countries choose UN representatives? What do you want to find out about the work that the UN does to promote peace?





## Step 1: Connect

## Think-Pair-Share

Now that you have thought a little more about your personal experience, you have an opportunity to share with at least one other person.

1. With a partner, group, or a trusted listener, share the parts of your **Connect** quick-write that you feel comfortable sharing. This is called a Think-Pair-Share.

2. If time permits, reflect with others on how you would respond to an argument between two classmates. Also, list some of the ways in which you think arguments can be solved.



Step 2: Read (Text to Self, Text to Text, Text to World)

## Asking Questions of the Texts (Example)

As you approach texts in any subject, you can actively ask questions about the author's purpose, intended audience, and occasion to understand the message.

Approaches	Example
Questions about the author	Who produced each source, and why?
Questions about the audience, purpose, and occasion of the text	What does the author want the reader to know about the United Nations?
Questions about civics, economics, geography and history	What led to the founding of the UN?
Questions about concepts and ideas	How can leaders work together to promote peace?
Self and Community Reflections	How can I work with others to resolve conflicts?



Step 2: Read (Text to Self, Text to Text, Text to World)

## Pause and Reflect

Use your highlighting and annotation tools in ThinkCERCA to jot down your answers to questions marked Pause and Reflect within the reading. Choose 1-2 that you'd like to discuss with peers.

**Which questions did you highlight and annotate as you read?**

**Think-Pair-Share Reflections**



Step 2: Test Prep Strategy (Optional)

# Context Clues

Sometimes, the meaning of a word in a passage isn’t immediately clear. When this is the case, you can examine phrases surrounding the unknown word to put the new or unfamiliar word in context and determine its meaning.

Practice this strategy. Review the highlighted vocabulary in the passage and predict what you think each term means based on context. Then, use the dictionary tool to confirm your understanding, by clicking to review its definition.

Vocabulary Term	Your Definition	Dictionary Definition
<i>Example:</i> Impressionable	Easily influenced	Easy to influence



### Step 3: Engage with the Text

## Highlight and Annotate

Highlight and annotate the text. As you highlight and annotate, follow the prompts that are aligned to the final writing task. You will find evidence to support your own argument. The evidence will gather as you go, and will be available for outlining in the next step [learn.thinkcerca.com](https://www.learn.thinkcerca.com).

### Step 4: Summarize

## Write a Summary

Summarize what you have read in [learn.thinkcerca.com](https://www.learn.thinkcerca.com). Use the sentence stems. Remember that your summary can sometimes serve as a hook for your own argument piece. It will appear in the “Your Work” space, and be available when you write Create Your CERCA.



## Step 5: Pre-writing Discussion

## Collaborate: Share your argument builder

Share: How do leaders from different countries work together to solve global problems?	Listen: How do leaders from different countries work together to solve global problems?
1.	
2.	
3.	



## Peer Editing

## Writer's Checklist

1. Review the [Rubric](#) section of the lesson on [learn.thinkcerca.com](http://learn.thinkcerca.com). Give yourself a “check” when you have completed the task.
2. Next, share with a classmate to be sure at least one other reader agrees! Give each other suggestions for making your pieces stronger.
3. Revise your piece. Then, use the space below to describe an area of strength and one in which you have room to grow.

The strongest area of my writing is...

An area of growth for me is...



### Extension: Research

## Become A History Detective!

### Background

Many sources can be used to uncover facts and stories about a person's life. Typically, these sources include details such as:

- When and where the person was born
- People and experiences that shaped them
- A career summary
- Major accomplishments
- Why the person is considered important
- Quotations
- Maps
- Photographs and other images
- Timelines
- First-hand information from primary sources (for example: letters, diary entries, news stories about them)
- Interviews
- Ways their leadership changed history

### Historical Investigation

Your mission for this week: You are a historical detective! Uncover details about the life of a historical figure whom you consider a leader.

Find at least three sources about this person. As you read, take notes about the “who, what, when, where, why, and how” of their life (including *how* they came to be a leader). Compare what is presented in each source.

Here are 6 questions that may help you in your detective work:

Who or what is it about?

What did my leader do?





When did they live?  
Why were they important?  
How did they become a leader?  
How did they make a difference?

After you complete your search, ask yourself: were you able to locate some of the elements listed above? If not, what information was hard to find or missing?

### **Create**

Use the information from your notes to illustrate key events from this person's life. Include captions and other text features to explain what is happening in each drawing.

### **Share**

Share the results of your investigation and your illustrations with a classmate. Ask your partner what they know about the leader or the event you explored, and what else they'd like to know about this topic. Repeat the process so that both people have a chance to share and speak.

Don't stop there! Extend the conversation to include other students and schools. You or your teacher can share your work with the ThinkCERCA community by posting content with the hashtag #SparkCourageousThinking.



Extension: Inquiry to Research

## Asking Questions of the Texts

As you approach texts in any subject, you can actively ask questions about the author's purpose, intended audience, and occasion to understand the message.

Approaches	Example
Questions about the author	
Questions about the audience, purpose, and occasion of the text	
Questions about civics, economics, geography and history	
Questions about concepts and ideas	
Self and Community Reflections	



### Extension: Roundtable Discussion

## Sharing Additional Research Findings, Learnings, and Experiences

1. Plan to have everyone come prepared to share their research. Choose a group leader who will help lead the roundtable discussions.
2. Select a member of the group to go first.
3. If you are the group leader, ask participants to ask at least one question or summarize what someone else presented at least once during discussion.
4. Allow participants to share a quick review of what interested them about the topic in the first place, their most striking findings, and the questions that were raised by the experience.
5. Participants take notes, summarizing key findings.
6. When complete, have the presenter “pass the mic” to the next presenter.
7. Monitor participants for engagement. Ask participants to snap silently to show gratitude, appreciation, or interest to the speaker.
8. Encourage participants to value dialogue and appreciate different perspectives, recognizing that learning from and understanding people who think differently or have different experiences is part of the process of dialogue.



Extension: Roundtable Discussion

## Sharing Additional Research Findings, Learnings, and Experiences (Cont.)

Findings to Share with Peers	Questions and Learnings from Peers