

Chauncey Monte-Sano & Logan Eiland

Supporting social studies inquiry and argument writing with a *Read.Inquire.Write.* investigation



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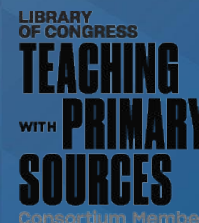
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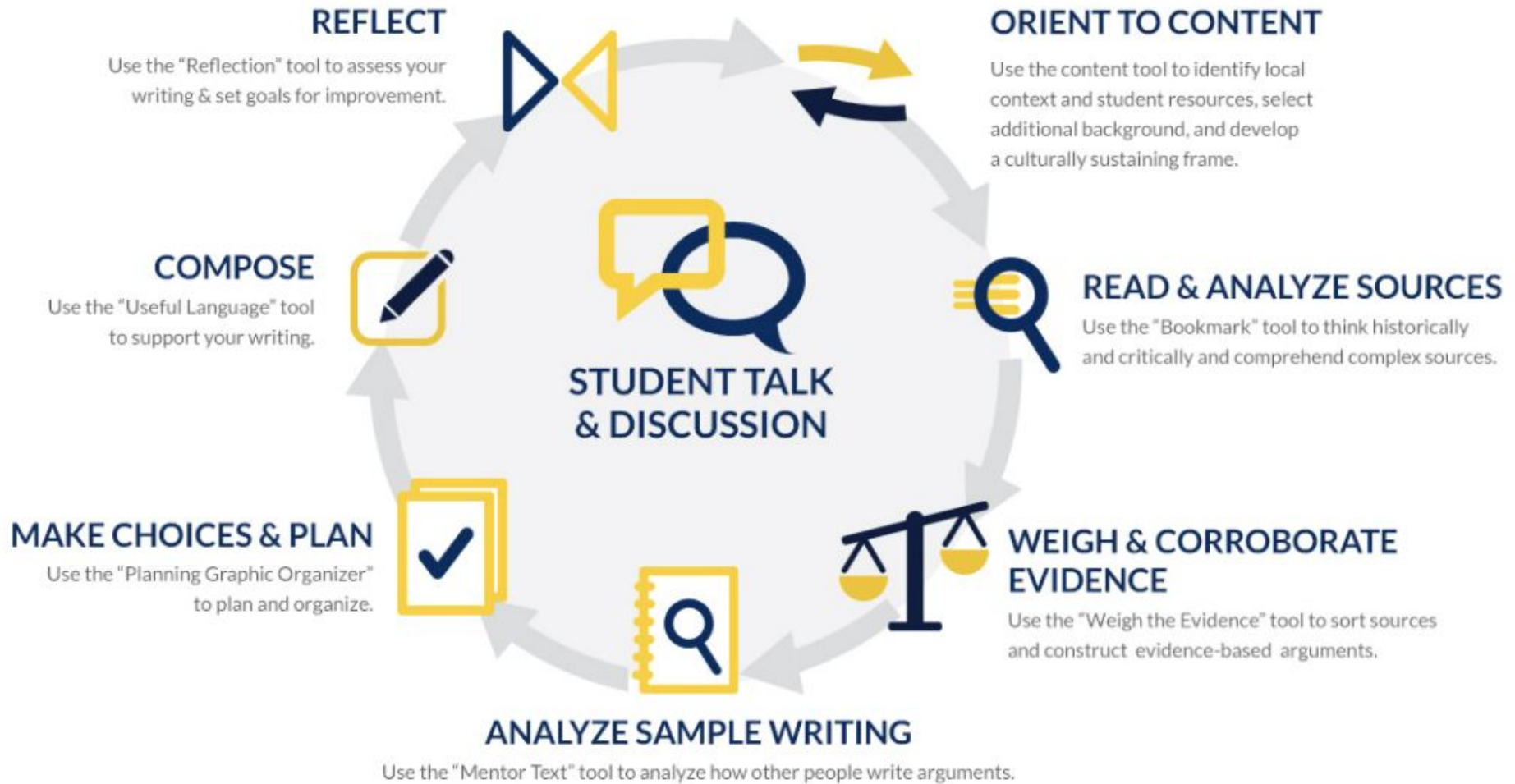
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A Process that Structures Social Studies Inquiry and Argument Writing Through a Set of Disciplinary Literacy Tools

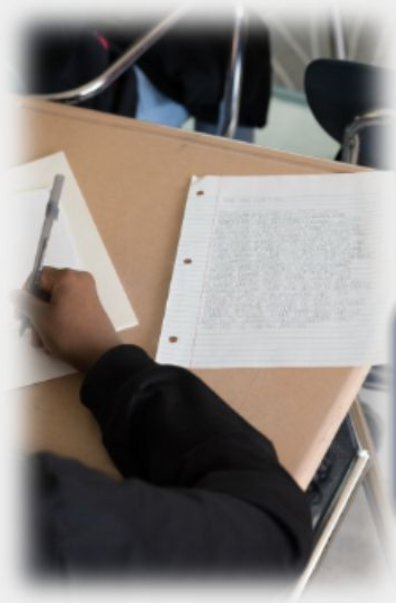


WEBINAR OVERVIEW: WHAT TO EXPECT

- Introduction to *Read.Inquire.Write.*
(Go to - readinginquirewrite.umich.edu)
- Consider student learning outcomes
- Design principles guiding *Read.Inquire.Write.*
- How *Read.Inquire.Write.* disciplinary literacy tools create a structured process for inquiry and argument writing
- Q&A



Responsive and collaborative curriculum development



Data collection: observations, interviews, artifacts, teacher feedback

Teachers and students use the curriculum in classrooms





READ. INQUIRE. WRITE.

6th Grade Investigations

Interpretation Argument Writing

7th Grade Investigations

Critique Argument Writing

8th Grade Investigations:

Counterargument Writing

Maps

Middle East

South Africa

Child Labor

Mexico City

Hist. Artifacts

Hammurabi's Code

Silk Road

Ancient Inca

Ancient Greece

New World Women

Executive Powers

Cherokee Removal

Abolition

Reconstruction

What's included within each investigation?

Curated source set

Teacher Guide

Student Packet

Guiding PowerPoint

Student Thinking Videos

Rubrics and Writing Samples

English Learner Supports

What do students work on and learn?



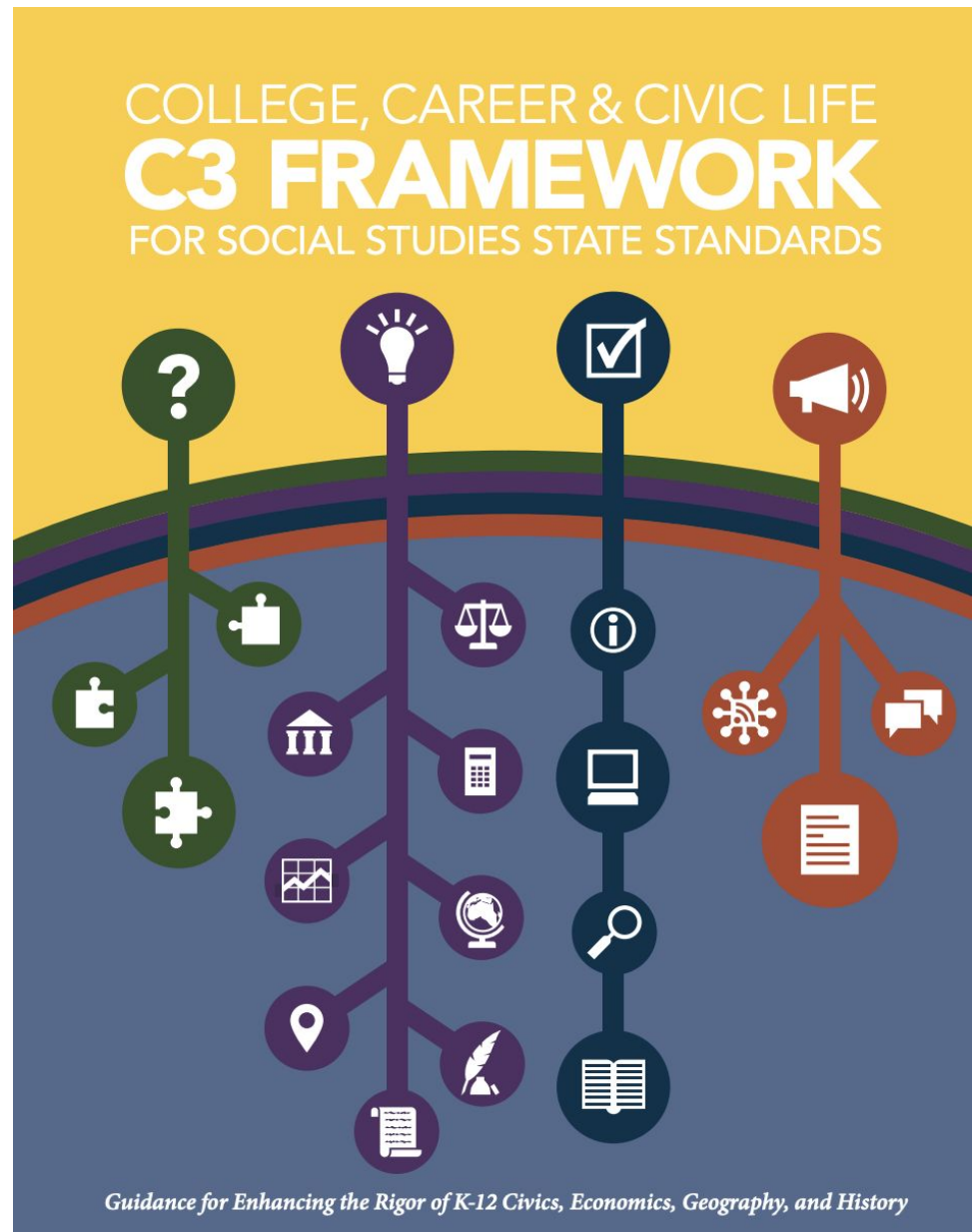
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Learning Goals

- Comprehend, interpret, and evaluate sources
- Reason about sources to construct and/or evaluate arguments
- Use evidence and reasoning to support claims
- Communicate conclusions via discussion and argument writing



Investigation Central Question:

Why is access to water unequal in and around Mexico City?

Water Inequality in Mexico City Investigation Sources



Mexico's Constitution (Source 1)

Headnote: The Mexican Constitution was originally written in 1917 and has been amended [changed] every year. Amendments [changes] are included within the document rather than at the end. The Constitution is the highest law in the country. Mexico's Constitution has two articles that refer to access to water. Written in 1917, Article 27 says that water is national property. This means the government can decide who gets access to water and how much. Amended [changed] in 2012, Article 4 states that all people have the right to water. Before that, it just said people needed an "adequate environment."

Article 4 (Amended in 2012)
Any person has the right of access, provision and drainage of water for personal and domestic consumption in a sufficient, healthy, acceptable and affordable manner. The State will guarantee such right and the law will define the bases, subsidies and modality for the equitable and sustainable access and use of the freshwater resources.

Article 27
The property of all land and water within national territory is originally owned by the Nation, who has the right to transfer this ownership to particulars. The Nation shall at all times have the right to impose on private property such restrictions as the public interest may demand, as well as to regulate, for social benefit, the use of those natural resources... in order to make an equitable distribution of public wealth, to conserve them, to achieve a balanced development of the country and to improve the living conditions of the rural and urban population...

Attribution: Excerpts from Articles in Mexico's Constitution that was first approved in 1917 by an assembly of leaders of the Mexican Revolution and amended every year since then. Mexico's Constitution of 1917 with Amendments through 2015. Translated by the [Comparative Constitutions Project](#) in 2015.



Mexico City's Water Crisis by Jonathan Watts (Source 3)

Headnote: Jonathan Watts travels around the world researching environmental problems for his articles in the British newspaper *The Guardian*. For the article below, he spent a week following the path of water in and around Mexico City. He interviewed or gathered information on country and city-dwellers, government officials, engineers, sewage workers, pipe drivers, university professors, and water activists.

Pipe pressure matches income levels: both go down the further you get from Cutzamal. In the wealthy western neighborhoods of Miguel Hidalgo and Cuajimalpa, where most of the city's golf courses are, water pressure is high enough for lawn sprinklers. Closer to the center, in the commercial districts of Polanco and Benito Juárez, the upper- and middle-classes have to get by with less than that pressure, and they face occasional shortages. This is nothing, though, compared to the situation in eastern Iztapalapa, where pipe pressure is extremely low, and taps are dry more often than not. Located in the east of Mexico City, Iztapalapa is the poorest, most crowded and least water-sufficient neighborhood in the city. Consumption by wealthy districts in the west—and leaks in between—leave only a trickle more than 150 km from the source.

SACMEX, the city's water office, invests more in Iztapalapa than in any other neighborhood, but the challenge is huge. City officials explain that Iztapalapa's development was largely unplanned. About 1.8 million (mostly poor) people have moved to the area in the past four decades, and the infrastructure is slowly being built around them. It does not help that the well water in the area contains toxic chemicals that have to be filtered in purification plants.

Attribution: Excerpted and adapted from the article [Mexico City's Water Crisis](#)—From [Source to Sense](#), written by Jonathan Watts in 2015 and published in *The Guardian*.



Water in Mexico City: The ecological crisis of tomorrow by Alejandro de Coss (Source 5)

Headnote: Alejandro de Coss is a Mexican specialist in urban planning. As part of his research, he spent some months with city workers in charge of water repairs. In this article, he sees some stories from that experience to explain water inequality in Mexico City and its surrounding region.

As they worked on a leak in Palmas and Periférico, one of the city workers told me that a few months before, he and his team had gone to repair a leak in one of the poor neighborhoods near Santa Fe. Their inspection showed that a tree's roots had perforated (punctured) a pipe. The worker calculated that the leak had started 15 years before. In contrast, the leak they were fixing that day in Palmas and Periférico had started only three days before. This new leak was in an area with prosperous (rich) offices, homes, and businesses. It is not a coincidence that the time it takes to repair a leak is related to poverty and wealth.

Those with wealth can respond to scarcity more easily. In the Santa Fe corporate district, many buildings are illegally connected to the Lerma aqueduct. Workers and neighbors have told me so, many times. The real estate developers have money that allows them to bribe government officials so they can build the illegal connections, through which they use up water from the Lerma before it can reach other parts of the city.

Attribution: Translated and adapted from the article [Water in Mexico City: The ecological crisis of tomorrow](#), written by Alejandro de Coss in 2017, published by Horizontal online magazine.



The Case of the Indigenous Mazahua Women by Anahí Gómez (Source 2)

Headnote: In her book "Water and Social Inequality: The case of the indigenous Mazahua women in Mexico", Mexican anthropologist Anahí Cospitz Gómez Fuentes tells the story of the indigenous Mazahua people, who fought back when water in their community was affected by the Cutzamal reservoir system. Gómez is a faculty member at El Colegio de Jalisco who studies communities affected by water projects, and how they respond.

The Cutzamal is the largest hydraulic [water] system in Mexico, and one of the largest in the world. It was built to take water from the Cutzamal basin to supply Mexico City. Around 27% of the water used in Mexico City comes from the Cutzamal system. This has left the region around Cutzamal with little water.

Local farmer Javier Salomón thinks it's unfair that the National Water Commission takes water to Mexico City and that his people don't have any in their homes. "We complain because the Federal Government takes the water to large cities like Mexico City, but they leave our communities without water. There used to be springs down below. People used to haul that water with donkeys and horses because it was very clean. Before the construction of the Cutzamal system, the river used to have a lot of fish, crayfish, quetzite herbs... That's what we used to eat. But when the National Water Commission started chlorinating the Villa Victoria dam, the fish, the frogs, the snakes, and the turtles started dying."

Attribution: Translated and adapted from the book *Water and Social Inequality: The case of Mazahua indigenous women in Mexico (Agua y desigualdad social. El caso de las indígenas mazahuas en México)*, written by Anahí Cospitz Gómez Fuentes in 2010.



Water Management for a Megacity and Enrique Castelán (Source 4)

Headnote: Cecilia Tortajada is a Mexican scholar who has advised major international institutions and governments on water and environment-related policies. Enrique Castelán is another Mexican who specializes on sustainability of water resources management. They wrote "Water Management for a Megacity" when they were working at the Third World Centre for Water Management in Mexico.

The Mexico City Metropolitan Area is one of the most rapidly growing urban centers of the world, with a population of about 21 million people. In order to meet the increasing water demand, governments are trying to manage supply and solve the problems through engineering. They are investing hundreds of millions of dollars in major infrastructure projects to bring water from other regions. However, these policies are inadequate and insufficient, and there's no plan to prevent the Mexico City Metropolitan Area from becoming more populated and needing even more water.

Since most of the water sources that supply water to the Mexico City Metropolitan Area are located to its west, north and south, the water supply is insufficient for the population living in the eastern part, which is most affected by water shortages. Also, a lot of the water is lost from the distribution networks because offices in charge of water infrastructure don't build it or maintain it properly. Some pipes leak because they're old, and others break because the land sinks. Experts think that the amount lost would be enough to provide water for more than 4 million people.

Attribution: Adapted from the article [Water Management for a Megacity: Mexico City Metropolitan Area](#) written by Cecilia Tortajada and Enrique Castelán in 2003. Published in *AMBIO: A Journal of the Human Environment*.

Source: NBC News, 2006:

http://www.nbcnews.com/id/11809965/ns/world_news-world_environment/t/mexico-city-poster-child-wasted-water/#.Vye-YBUrJyo

Your Assignment



You will write an email to the producers of PBS NewsHour about their 2014 report on Mexico City's water crisis.

Their report focuses on the problem of water scarcity in Mexico City, but not **inequality**. In addition, the report leaves out important causes for the current water crisis.

Your job in this investigation is to consider the evidence and answer the question:
Why is access to water unequal in and around Mexico City?

You will write an argument in an email that **that makes an interpretation** about the **reasons** for water inequality in Mexico City. You will support your interpretation using **reasons and evidence** from the **sources** we will investigate.

Alessia's essay

June 1st, 2019

Dear PBS News Hour,

I saw your video report from 2014 and though it was very informative, however, you can improve the report by including sources about the historical reasons for Mexico City's water crisis.

One historical reason that access is unequal in Mexico City is because the wealthier people have easier/more access to water. According to Mexico's Groundwater Crisis by Mikael Wolfe, it states "However, by the 1970's, wealthy private landholders could afford far more groundwater pumps than poor farmers. And landholders could use as much water as they wanted". Another source that proves this claim is The Case of Mexico City by Dr. Priscilla Connolly. In this source, it states "But the city flooded multiple times... the higher a-

Claim with reason

Relevant, accurate use of multiple pieces of evidence.

Includes details about where the evidence comes from.

Water supplies. Wealthy people live in these areas. Poor Mexicans tend to live in flat lands and do not have running water or sewers and floods when it rains"

As you can see, both Wolfe and Connolly shows that the wealthy have water advantages such as being safe from flood and closer to water to wealthy people being able to afford more water. A few reasons why you can trust these sources is that Mikael Wolfe is a professor at Stanford University, a very trusted and well-respected University. Also, to write this source, Wolfe looked through several document in order to help and assure his writing. A reason why you can trust Connolly is because Dr. Connolly is a professor in the Department of Sociology at the Metropolitan Autonomous University in Mexico City, meaning that Dr. Connolly could have witnessed some of the events that take place in their writing.

Alessia corroborates relevant evidence from two different sources to support the same point.

Alessia's reasoning shows how the evidence ties to the claim and includes a solid understanding of why the sources presented are reliable.

Navin's essay

25024 07
MAY 17, 2017

Dear PBS News Hour,
My name is 25024 and I want to suggest that you include information about the historical reasons about the Mexico Water Crisis.

Navin states a claim that is vague, warranting a 2.

One reason access to water is unequal is that poor people receive less attention.

According to Dr. Priscilla Connolly, "The higher areas of the city are safe from flooding and have more access to water. Wealthy people live in these areas."

Navin selects a specific quote as evidence, but it is unclear how this evidence supports the claim, meriting a score of 2.

Navin's reasoning attempts to link the evidence to the claim, but it's unclear how the role of the government relates to the overall argument. They attempt to judge the reliability of the source, but the reasoning is inaccurate. This warrants a score of 2.

In conclusion, this shows that poor people have less access to water and the government isn't doing anything about it. Adding on, the source is reliable because it uses true facts.

Thank you for your time.
Sincerely,
25024

Assumptions and Principles for Supporting Students' Thinking and Argument Writing with Sources in Social Studies



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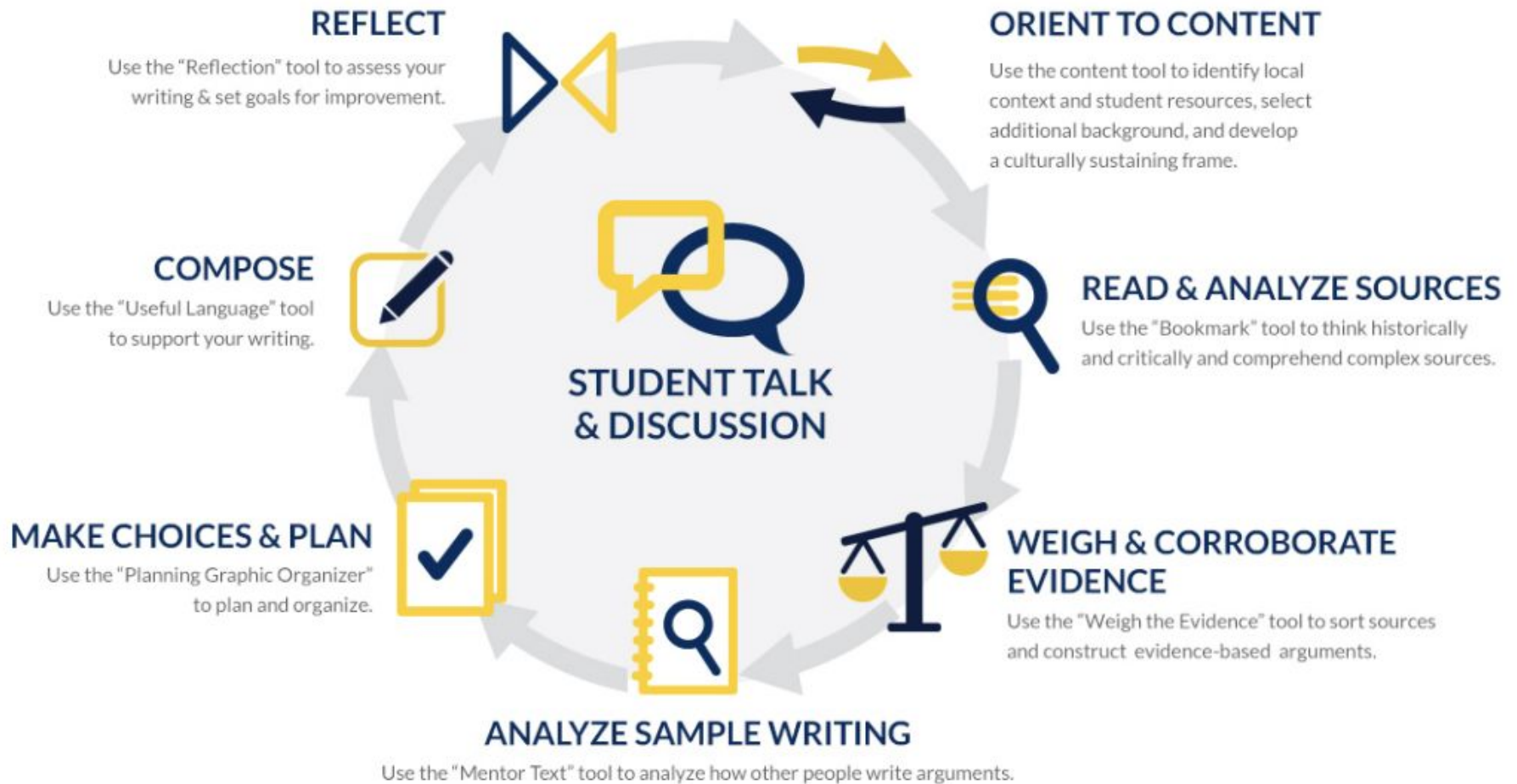
ASSUMPTIONS GUIDING THIS WORK

- Learning is situated.
- Learning is social; meaning is co-constructed.
- Teachers are partners with valuable expertise.
- Students are sense-makers who bring and further construct understandings of the world.
- Teachers will adapt the curriculum as appropriate to their context and students.

Research-Based Principles Practice

1. Orient students to history as inquiry (e.g., pursue debatable compelling questions with multiple sources that have diverse, contrasting perspectives). **Content Tool**
2. Make connections with students' incoming knowledge, interests, and experiences + Extend students' background knowledge of the topic, language, or concept. **Content Tool**
3. Support comprehension *and* analysis of sources through modification of complex texts, explicit strategy instruction, interaction, and attention to language. **Bookmark, W-T-E**
4. Facilitate and foster discussion of sources & compelling question to construct arguments. **Bookmark, W-T-E**
5. Support students' language learning through explicit instruction, consistent opportunities to talk, and use of their incoming language resources. **All Tools**
6. Provide models of good social studies argument writing and make expectations for such writing explicit. **Mentor Text, Useful Language Tool**
7. Support a writing process that focuses on meaning (not form) and includes planning, composing, feedback, reflection, revision. **Planning Graphic Organizer, Reflection Tool**
8. Design writing assignments with sources that require argumentation, offer an authentic purpose and audience, and connect past and present. **Writing Tasks**

A Process that Structures Social Studies Inquiry and Argument Writing Through a Set of Disciplinary Literacy Tools



5-Day Example of an Investigation Sequence



Day 1: Orient to Content

Students make connections between their live, prior experience, and local context with the larger historical and social issues, concepts, or topic and content.



Day 2: Analyze & Evaluate Sources

Students read, talk about, and analyze sources as they reflect on the central question.



Day 3: Analyze & Evaluate Sources

Students continue to read, talk about, and analyze sources as they reflect on the central question. Students sort sources and weigh the evidence as they begin to construct evidence-based arguments.



Day 4: Develop Arguments

Students analyze examples of argument writing and then begin to plan and organize their arguments in response to the central question.



Day 5: Communicate Arguments

Students compose their written arguments and share their writing. They reflect, revise, and set goals for next steps.

Design principles 1 & 2

Orienting to the discipline and making connections to content



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Orient students to history/social science as evidence-based interpretation

- Central question: *Why is access to water unequal in and around Mexico City?*
- Sources:
 - *Mexico's 1917 Constitution with amendments*
 - *Book excerpt by an anthropologist*
 - *News article excerpt by an environmental journalist*
 - *Journal article by environmental experts*
 - *Online magazine article by an urban planner*

ORIENTING 7TH GRADERS TO SOCIAL STUDIES AS EVIDENCE-BASED INTERPRETATION



MAKE CONNECTIONS WITH STUDENTS' INCOMING KNOWLEDGE & EXTEND IT

Write and reflect:

What does the word **unequal** (or **inequality**) mean to you?

Where have you seen or experienced inequality in your life?

MAKE CONNECTIONS WITH STUDENTS' INCOMING KNOWLEDGE & EXTEND IT

Access to water in and around Mexico City is **unequal**.

- Some people use 600 liters per person each day and have expensive home water systems. →
- Others are not allowed to use more than 20 liters per day. They have water delivered to them each week. →



Source: [NBC News, 2006.](#)

Design principles 3 & 5

3) Support comprehension *and* analysis of sources through modification of complex texts, explicit strategy instruction, regular talk/discussion, and attention to language.

(5) Support students' language learning through explicit instruction, consistent opportunities to talk, and use of their incoming language resources.

THE BOOKMARK TOOL

Part 1: the Headnote and Attribution

As you read:

- Who** said, drew, or wrote this?
- When** and **where** was it said, drawn, or written?
- What type** of source is this?
- Why** was it said, drawn, or written? Or, **for whom** was it created?



circle in pencil

After you read:

Which of these details matter and why?



Discuss with your partner.



Make a note.

Analysis Support -
Consider where the source is from and perspectives it may represent.

Part 2: the Source

As you read:

- What people and institutions are **actors in the source**? What is the **relationship** between those people and institutions?
- What parts of the source tell you what the author or people in the text **think, want, or experience**?
- Find sentences that begin with transition words or introductory phrases. What key ideas come **after transition words or introductory phrases**?
- What parts of the source seem **most important for understanding** it? Why?



Use one question; underline in pencil

After you read:

What do the underlined parts help us understand about the source or central question?



Discuss with your partner.



Make a note.

Comprehension Support -
Use one prompt per source to unlock meaning.

Part 3: Reasoning about the Source



Discuss with your partner(s):

What questions do you have about this source?

How reliable is this source for our Central Question? (*See Reasoning Questions below)

How does this source help us think about our Central Question?



Write down your thoughts.



Box important evidence for responding to the Central Question

*Reasoning Questions

- How trustworthy is the author/artist for our Central Question?**
 - Was the creator in a **good position to know** about the issues?
 - Was the creator an **insider** or an **outsider**? (Ex: language, expertise)
 - What was the creator's **point of view**?
 - What does the creator want their **audience** to **think** or **feel**?
 - Is the source **believable**?
- Does the context of the source make it more/less useful for our Central Question?**
 - Was the source created in the **place** of the events?
 - Was the source created at the **time** of the events?
 - What was going on then, that might have **influenced** the creator?
 - How was that time/place **similar** or **different** from ours?
 - Whose voices or perspectives are **not represented** in the source?
- How do we weigh this source in comparison with others?**
 - Does this source provide the **same** information as other sources?
 - How does this source **agree** or **disagree** with others?
 - How are the creator's ideas **similar/different** from other ideas at the time/place?
 - What can this source **tell** us? What can't we **learn** from this source?

Analysis Support-
Evaluate the source for its relevance & usefulness given the CQ + whether the author is in a position to be a good reporter on this issue.

One student's annotations



Mexico City's Water Crisis by Jonathan Watts (Source 3)

Headnote: Jonathan Watts travels around the world researching environmental problems for his articles in British newspaper The Guardian. In this one, he includes the perspectives of country and city-dwellers, government officials, engineers, sewage workers, pipe drivers, university professors, and water activists.

variety OF

Perspectives

How much you make

Water pressure matches (income) levels: both go down the further you get from Cutzamala. In the wealthy western neighborhoods of Miguel Hidalgo and Cuajimalpa, where most of the city's golf courses are, water pressure is high enough for lawn sprinklers. Closer to the center, in the commercial districts of Polanco and Benito Juárez, the upper- and middle-classes have to get by with less than half that pressure, and they face occasional shortages. This is nothing, though, compared to the situation in eastern Iztapalapa, where pipe pressure is extremely low, and taps are dry more often than not. Located in the east of Mexico City, Iztapalapa is the poorest, most crowded, and least water-sufficient neighborhood in the city. Consumption by wealthy districts in the west — and leaks in between — leave only a trickle more than 150 km from the source.

Biggest Distinction Poorest

SACMEX, the city's water office, invests more in Iztapalapa than in any other neighborhood, but the challenge is huge. City officials explain that Iztapalapa's development was largely unplanned. About 1.8 million (mostly poor) people have moved to the area in the past four decades, and the infrastructure is slowly being built around them. It does not help that the well water in the area contains toxic chemicals that have to be filtered in purification plants.

NOT good!

Attribution: Excerpted and adapted from the article *Mexico City's Water Crisis — From Source to Sewer*, written by Jonathan Watts in 2015 and published in The Guardian.

source

Author

Date

AFTER YOU READ...

(1) What does Jonathan Watts's article help you understand about why access to water is unequal in Mexico City? The poorest people in Mexico City have least worst water.

THE BOOKMARK TOOL PART 1

Part 1: the Headnote and Attribution

As you read:



circle in pencil

- A. **Who** said, drew, or wrote this?
- B. **When** and **where** was it said, drawn, or written?
- C. **What type** of source is this?
- D. **Why** was it said, drawn, or written? Or, **for whom** was it created?

After you read:



Discuss with your partner.



Make a note.

Which of these details matter and why?

Analysis Support
- Consider where the source is from and perspectives it may represent.

Annotating with Part 1 of the Bookmark



Mexico City's Water Crisis by Jonathan Watts (Source 3)

Headnote: Jonathan Watts travels around the world researching environmental problems for his articles in British newspaper The Guardian. In this one, he includes the perspectives of country and city-dwellers, government officials, engineers, sewage workers, pipe drivers, university professors, and water activists.

variety of perspectives

Water pressure matches (income) levels: both go down the further you get from Cutzamala. In the wealthy western neighborhoods of Miguel Hidalgo and Iztapalapa, where most of the city's golf courses are, water pressure is high for lawn sprinklers. Closer to the center, in the commercial districts of Benito Juárez, the upper- and middle-classes have to get by with less (that pressure) and they face occasional shortages. This is nothing, though, compared to the situation in eastern Iztapalapa, where pipe pressure is extremely low and taps are dry more often than not. Located in the east of Mexico City, Iztapalapa is the poorest, most crowded, and least water-sufficient neighborhood in the city. Water consumption by wealthy districts in the west — and leaks in between — can be as much as a trickle more than 150 km from the source. In Iztapalapa, the city's water office, invests more in Iztapalapa than in any other neighborhood, but the challenge is huge. City officials explain that Iztapalapa's water infrastructure was largely unplanned. About 1.8 million (mostly poor) people have lived in the area in the past four decades, and the infrastructure is slowly being replaced. It does not help that the well water in the area contains toxic substances that have to be filtered in purification plants.

How much you make

Part 1: the Headnote and Attribution

As you read:



circle in pencil

- A. **Who** said, drew, or wrote this?
- B. **When** and **where** was it said, drawn, or written?
- C. **What type** of source is this?
- D. **Why** was it said, drawn, or written? Or, **for whom** was it created?

After you read:



Discuss with your partner.



Make a note.

Which of these details matter and why?

Attribution: Excerpted and adapted from the article *Mexico City's Water Crisis - From Source to Sewer*, written by Jonathan Watts in 2015 and published in The Guardian.

Author

Source

Date

AFTER YOU READ...

(1) What does Jonathan Watts's article help you understand about why access to water is unequal in Mexico City? The poorest people in Mexico City have least worst water.

THE BOOKMARK TOOL PART 2

Part 2: the Source

As you read:



Use **one** question;
underline in pencil

- A. What people and institutions are **actors in the source**? What is the **relationship** between those people and institutions?
- B. What parts of the source tell you what the author or people in the text **think, want, or experience**?
- C. Find sentences that begin with transition words or introductory phrases. What key ideas come **after transition words or introductory phrases**?
- D. What parts of the source seem **most important for understanding** it? Why?

After you read:



Discuss with
your partner.



Make a note.

What do the underlined parts help us understand about the source or central question?

Comprehension Support –
Use one prompt per source to unlock meaning.



Mexico City's Water Crisis

by Jonathan Watts (Source 3)



Headnote: Jonathan Watts travels around the world researching environmental problems for his articles in British newspaper The Guardian. In this one, he includes the perspectives of country and city-dwellers, government officials, engineers, sewage workers, pipe drivers, university professors, and water activists.

Pipe pressure matches income levels: both go down the further you get from Cutzamala. **In the wealthy western neighborhoods of Miguel Hidalgo and Cuajimalpa, where most of the city's golf courses are, water pressure is high enough for lawn sprinklers.** **Close to the center, in the commercial districts of Polanco and Benito Juárez, the upper- and middle-classes have to get by with less than half that pressure, and they face occasional shortages.** This is nothing, though, compared to the situation in eastern Iztapalapa, where pipe pressure is extremely low, and taps are dry more often than not. **Located in the east of Mexico City, Iztapalapa is the poorest, most crowded and least water-sufficient neighborhood in the city.** Consumption by wealthy districts in the west— and leaks in between— leave only a trickle more than 150 km from the source.

SACMEX, the city's water office, invests more in Iztapalapa than in any other neighborhood, but the challenge is huge. City officials explain that Iztapalapa's development was largely unplanned. About 1.8 million (mostly poor) people have moved to the area in the past four decades, and the infrastructure is slowly being built around them. It does not help that the well water in the area contains toxic chemicals that have to be filtered in purification plants.

Attribution: Excerpted and adapted from the article [Mexico City's Water Crisis – From Source to Sewer](#), written by Jonathan Watts in 2015 and published in The Guardian.

THE BOOKMARK TOOL PART 3

Part 3: Reasoning about the Source



Discuss with your partner(s):

What questions do you have about this source?

How reliable is this source for our Central Question? (*See Reasoning Questions below)

How does this source help us think about our Central Question?



Write down your thoughts.



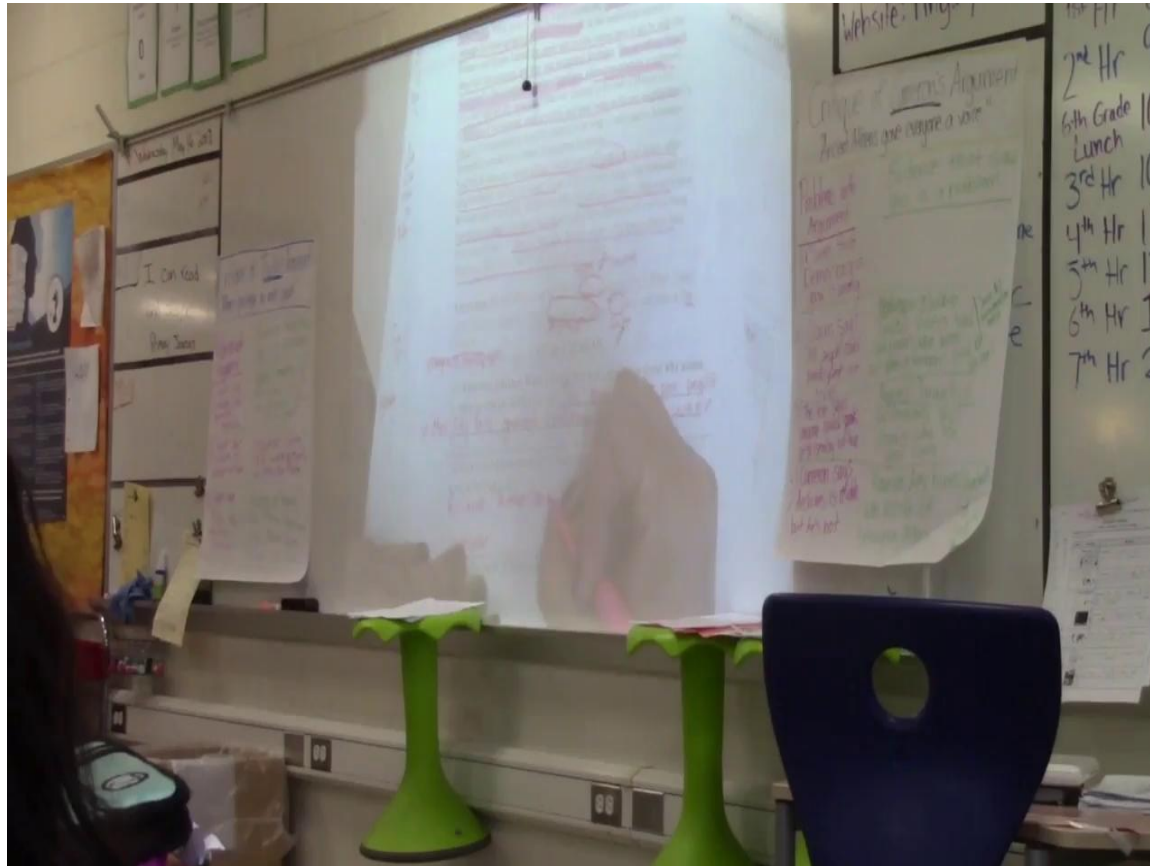
Box important evidence for responding to the Central Question

*Reasoning Questions

- 1. How trustworthy is the author/artist for our Central Question?**
 - a. Was the creator in a **good position to know** about the issues?
 - b. Was the creator an **insider** or an **outsider**? (Ex: language, expertise)
 - c. What was the creator's **point of view**?
 - d. What does the creator want their **audience to think or feel**?
 - e. Is the source **believable**?
- 2. Does the context of the source make it more/less useful for our Central Question?**
 - a. Was the source created in the **place** of the events?
 - b. Was the source created at the **time** of the events?
 - c. What was going on then, that might have **influenced** the creator?
 - d. How was that time/place **similar** or **different** from ours?
 - e. Whose voices or perspectives are **not represented** in the source?
- 3. How do we weigh this source in comparison with others?**
 - a. Does this source provide the **same** information as other sources?
 - b. How does this source **agree** or **disagree** with others?
 - c. How are the creator's ideas **similar/different** from other ideas at the time/place?
 - d. What can this source **tell us**? What **can't we learn** from this source?

Analysis Support-
Evaluate the source for its relevance & usefulness given the CQ + whether the author is in a position to be a good reporter on this issue.

How students analyze and evaluate a source using Parts 1 & 3 of the Bookmark tool



Design principle 4

Facilitate and foster discussion of sources and compelling question to construct arguments



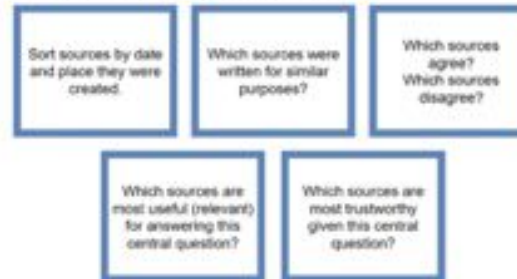
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Weigh the Evidence

Step 1 - Sort and discuss evidence.



Students in pairs or small groups

Step 2 - Construct and discuss arguments.

Develop CER	Prompt discussion
Given the evidence, what is one claim that you could make in response to the Central Question?	Do people agree that the evidence supports this claim? How do we know? Is this a reasonable response to the Central Question? Why or why not?
What are two pieces of evidence you could use to support the claim? (Include source author and quote)	Do people agree that this evidence supports the claim? If so, how? If not, why not? Do people think it is useful or trustworthy evidence? Why or why not?
(8 th grade) What could someone who disagrees with your argument say? What evidence or reasoning could they use? (Include source author and quote)	What is a problem with their counterpoint? How would you argue that your argument is stronger?

T facil. discussion among whole class

Step 3 - Record arguments in an anchor chart for the class.

1. CLAIM: Compare the sources. Then, list possible claims you can make.	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What questions or information from the text(s) or attribution support your claim?	
Claim #1			
Claim #2			
Claim #3			


Teacher or Student(s)

DISCUSS & SORT:

Which sources agree?

Mexico City's Water Crisis by Jonathan Watts (Source 3)

Headline: Mexico City's water crisis is a stark warning of environmental problems for the rest of the world, says Jonathan Watts. In this case, he includes the perspectives of ecology and city leaders, government officials, engineers, average workers, pipe-diggers, university professors, and water activists.





Water pressure matches income levels: both go down the further you get from Chaparral. In the wealthy western neighborhoods of Miguel Alemán and Chaparral, where most of the city's golf courses are, water pressure is high enough for lawn sprinklers. Closer to the water in the commercial districts of Polanco and Benito Juárez, the upper- and middle-classes have to get by with less than half that pressure, and they face occasional shortages. This is nothing, though, compared to the situation in eastern Chaparral, where pipe pressure is extremely low, and taps are dry more often than not. Located in the east of Mexico City, Chaparral is the poorest, most crowded, and least water-sufficient neighborhood in the city. Commuters from wealthy districts in the west and leaks in between force only a trickle more than 150 km from the source.

SANAPAC, the city's water utility, claims more in Chaparral than in any other neighborhood, but the challenge is huge. City officials explain that Chaparral's development was largely unplanned. About 1.4 million mostly poor people have moved to the area in the past few decades, and the infrastructure is slowly being built around them. It also was built that the well water in the area contains toxic chemicals that have to be filtered in purification plants.

Footnote: Prepared and adapted from the article "Mexico City's Water Crisis," *Water Crisis*, 2010. URL: <http://www.bbc.com/news/health-10911091>.

Water Management for a Megacity by Cecilia Tortajada and Enrique Castelán (Source 4)

Headline: Cecilia Tortajada is a Mexican scholar who has advised major international institutions and governments on water and environment related policies. Enrique Castelán is another Mexican who specializes on sustainability of water resource management. They wrote "Water Management for a Megacity" when they were working at the Third World Centre for Water Management in Mexico.

The Mexico City Metropolitan Area is one of the most rapidly growing urban centers of the world, with a population of about 21 million people. In order to meet the increasing water demand, governments are trying to manage supply and solve the problems through engineering. They are investing hundreds of millions of dollars in major infrastructure projects to bring water from other regions. However, these policies are inadequate and insufficient, and there's a plan to prevent the Mexico City Metropolitan Area from becoming more populated and sending even more water.


Since most of the water sources that supply water to the Mexico City Metropolitan Area are located in its west, north and south, the water supply is insufficient for the population living in the eastern part, which is most affected by water shortages. Also, a lot of the water is lost from the distribution networks because of the charge of water infrastructure does't hold it or maintain it properly. Some pipes leak, because they're old, and others break because the load is too high. Experts think that the national level would be enough to provide water for more than 4 million people.

Footnote: Adapted from the article "Water Management for a Megacity," *Water*, 2010.

Which sources disagree?

Mexico's Constitution (Source 1)

Headline: In 1917, Article 27 of the Mexican Constitution said that water is national property. This means that government own water with great access to water and how water. In 2012, the government amended [changed] Article 27 so that all people have the right to water. Amendments [changes] by Mexico's Constitution since 2012 are included within the existing document rather than at the end in separate amendments.



Article 14 (Amended in 2012)
Any person has the right of access, provision and drainage of water for personal and domestic consumption in a sufficient, timely, acceptable and affordable manner. The State will guarantee such right and the law will define its basic, minimum and maximum for the equitable and sustainable access and use of the freshwater resources.

Article 27
The property of all land and water within national territory is originally owned by the Nation, who has the right to transfer this ownership to particular. The Nation shall as well have the right to regulate or to acquire property such institutions as for public interest may demand, as well as to regulate, for social benefit, the use of those natural resources, in order to enable the equitable distribution of public benefits to everyone there, as well as a balanced development of the country and to improve the living conditions of the rural and urban population.

Footnote: Courtesy from Article 14 Mexico's Constitution that was first approved in 1917 and amended 11 times since then. Article 27 Mexico's Constitution of 1917 with amendments through 2012. Retrieved from the "Constitution" website on 2/14/2012.

The Case of the Indigenous Mazahua Women by Anahí Gómez (Source 2)



Headline: In her book "Water and Social Inequality: The case of the indigenous Mazahua women in Mexico," a Mexican anthropologist Anahí Gómez traces the story of the indigenous Mazahua people, who fought back when water in their community was affected by the Cutzamala reservoir system. Gómez is a faculty member at El Colegio de Jalisco who studies communities affected by water projects, and how they respond.

The Cutzamala is the largest hydraulic (water) system in Mexico, and one of the largest in the world. It was built to take water from the Cutzamala basin to supply Mexico City. Around 27% of the water used in Mexico City comes from the Cutzamala system. This has left the region around Cutzamala with little water.

Local farmer Javier Salas thinks it's unfair that the National Water Commission takes water to Mexico City and that his people don't have any in their homes. "It's a complaint because the Federal Government takes the water to large cities like Mexico City, but they leave our communities without water. There used to be springs down below. People used to haul that water with donkeys and horses because it was very clean. Before the construction of the Cutzamala system, the river used to have a lot of fish, crayfish, quail-like birds. That's what we used to eat. But when the National Water Commission started obstructing the Villa Victoria dam, the fish, the frogs, the snakes, and the turtles started dying."

Footnote: Document and adapted from the book "Water and Social Inequality." The case of the indigenous Mazahua women in Mexico. Retrieved from the "Water and Social Inequality" website on 2/14/2012.

DISCUSS & SORT

Which sources are most useful (relevant) for thinking about this central question?

Water Management for a Megacity by Cecilia Tortajada and Enrique Castelán (Source 4)



Headnote: Cecilia Tortajada is a Mexican scholar who has advised major international institutions and governments on water and environmental issues. She spent several years in Mexico, where she practiced an sustainability of water resources management. She wrote "Water Management for a Megacity" when they were working at the World Water Council for Water Management in Mexico.



The Mexico City Metropolitan Area is one of the most rapidly growing urban centers of the world, with a population of about 21 million people. In order to meet the increasing water demand, governments are trying to manage supply and solve the problems through engineering. They are investing hundreds of millions of dollars in major infrastructure projects to bring water from other regions. However, these policies are inadequate and insufficient, and don't see plan to prevent the Mexico City Metropolitan Area from becoming more populated and needing even more water.

Most of the water sources that supply water to the Mexico City Metropolitan Area are located to its west, north and south, the water supply is insufficient for the population living in the eastern part, which is most affected by water shortages. Also, a lot of the water is lost from the distribution network because of leaks in pipes or water infrastructure does not build or is maintained properly. Some pipes leak because they are old, and others break because the land sinks. Experts think that the situation will worsen to manage to provide water for more than 20 million people.

Headnote: <https://www.researchgate.net/publication/320222200>

Water in Mexico City: The ecological crisis of tomorrow by Alejandro de Coss (Source 5)



Headnote: Alejandro de Coss is a Mexican specialist in urban planning. As part of his research, he spent some months with city workers in charge of water repairs. In this article, he uses some stories from their experience to explain water inequality in Mexico City and its surrounding region.

As they worked on a leak in Palomas and Perifoneo, one of the city workers told me that a few months before, he and his team had gone to repair a leak in one of the poor neighborhoods near Santa Fe. Their inspection showed that a tree's roots had perforated underground a pipe. The worker explained that the leak had lasted 12 years before. In contrast, the leak they were fixing that day in Palomas and Perifoneo had lasted only three days before. This new leak was in an area with progressive (rich) offices, homes, and businesses. It is not a coincidence that the time it takes to repair a leak is related to poverty and wealth.

Those with wealth can request to quickly access easily to the Santa Fe corporate district, many buildings are illegally connected to the 1 area aqueduct. Workers and neighbors have told me on many times. The real estate developers have money that allows them to bribe government officials so they can build the illegal connections, through which they use tap water from the Santa Fe before it is used in other parts of the city.

Headnote: <https://www.researchgate.net/publication/320222200>

The Case of the Indigenous Mazahua Women by Anahí Gómez (Source 2)



Headnote: At her book "Water and Social Inequality: The case of the indigenous Mazahua women in Mexico," Mexican anthropologist Anahí Gómez focuses with the story of the indigenous Mazahua people, who fought back when water in their community was affected by the Cotacacahuac reservoir system. Gómez is a faculty member at El Colegio de Jalisco who studies communities affected by water projects, and how they respond.

The Cotacacahuac is the largest hydraulic (water) system in Mexico, and one of the largest in the world. It was built to take water from the Cotacacahuac basin to supply Mexico City. Around 27% of the water used in Mexico City comes from the Cotacacahuac system. This has left the region around Cotacacahuac with little water.

Local farmer Javier Salcedo thinks it's unfair that the National Water Commission takes water to Mexico City and that his people don't have any in their homes. "We complain because the Federal Government takes the water to large cities like Mexico City, but they leave our communities without water. There used to be springs down below. People used to have that water with clarity and honor, because it was very clean. Before the construction of the Cotacacahuac system, the river used to have a lot of fish, crayfish, quail-like birds... That's what we used to eat. But when the National Water Commission started damming the Valle Vieques. Then, the fish, the frogs, the crabs, and the turtles started dying."

Headnote: <https://www.researchgate.net/publication/320222200>

Least useful?

Brainstorm with your group then discuss as a class - 6th and 8th

Given the evidence, what is one claim that you could make in response to the Central Question?

Do people agree that the evidence supports this claim?
How do we know?



Is this a reasonable response to the Central Question?
Why or why not?



Brainstorm with your group then discuss as a class - 6th and 8th



What are two pieces of evidence you could use to support the claim?
(Include source author and quote)

Do people agree that this evidence supports the claim? If so, how? If not, why not?



Do people think it is useful or trustworthy evidence? Why or why not?



Weigh the Evidence Anchor Chart

1. CLAIM: Compare the sources. Then, list possible claims you can make.	EVIDENCE:		4. REASONING: How does this evidence support the claim? What is reliable or unreliable about the evidence?
	2. Where does the evidence come from (e.g., author, title, date, etc. of source)?	3. What quotations or information from the headnote or attribution support your claim?	
Claim #1			
Claim #2			
Claim #3			

Support for students' argumentation with the Weigh the Evidence tool



Design principle 6

Teach with models of social studies argument writing and make expectations explicit



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Mentor Text: Sample E-mail

Dear Producers of “Challenges of Tomorrow,”

Your program about the meat industry does not mention an important problem: how it damages the environment. The meat industry is harmful to the environment because raising cattle takes up a lot of forest land, and because it produces greenhouse gases.

One way in which the meat industry harms the environment is by taking up forest land to raise cattle. For example, Barona says that “the Amazon is being deforested, for the most part, because pastures for cattle ranching are growing”. This means that the meat industry is destroying one of the world’s most important forests. Barona is an expert in tropical agriculture at McGill University, so she is a reliable source.

The meat industry also damages the environment because livestock produces greenhouse gases that cause global warming. In 2013, the United Nations Food and Agriculture Organization reported that “14.5 percent of all greenhouse gas emissions caused by humans” come from the livestock industry. This shows us that the meat industry is a big problem for the environment. The report was made by many experts who agreed on this information, so we can trust it.

I hope you will explain the environmental problems of the meat industry next time you talk about it in your show.

Sincerely,
Peter Parker

Explicit instruction & discussion with the Mentor Text Tool

CLAIM

Dear Producers of “Challenges of Tomorrow,”

Your program about the meat industry does not mention an important problem: how it damages the environment. The meat industry is harmful to the environment because raising cattle takes up a lot of forest land, and because it produces greenhouse gases.

EVIDENCE

One way in which the meat industry harms the environment is by taking up forest land to raise cattle. For example, Barona says that “the Amazon is being deforested, for the most part, because pastures for cattle ranching are growing.” This means that the meat industry is destroying one of the world’s most important forests. Barona is an expert in tropical agriculture at McGill University, so she is a reliable source.

REASONING

EVIDENCE

The meat industry also damages the environment because livestock produces greenhouse gases that cause global warming. In 2013, the United Nations Food and Agriculture Organization reported that “14.5 percent of all greenhouse gas emissions caused by humans” come from the livestock industry. This shows us that the meat industry is a big problem for the environment. The report was made by many experts who agreed on this information, so we can trust it.

REASONING

I hope you will explain the environmental problems of the meat industry next time you talk about it in your show.

Sincerely,
Peter Parker



Discuss:

- **What makes this a claim? Or, what about this tells me it’s a claim?**
- **Based on the claim, what would you expect the evidence will show us?**
- **How is the claim introduced? What language features does it have?**

Explicit instruction & discussion with the Mentor Text Tool

Dear Producers of “Challenges of Tomorrow,”

CLAIM

Your program about the meat industry does not mention an important problem: how it damages the environment. The meat industry is harmful to the environment because raising cattle takes up a lot of forest land, and because it produces greenhouse gases.

EVIDENCE

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REASONING

I hope you will explain the environmental problems of the meat industry next time you talk about it in your show.

Sincerely,
Peter Parker



Discuss:

- *Is this evidence related or relevant to the claim?*
- *What about this evidence connects back to the claim?*
- *Is this good evidence? Why or why not?*
- *How is the evidence introduced? What language features does it have?*

Explicit instruction & discussion with the Mentor Text Tool

CLAIM

Dear Producers of “Challenges of Tomorrow,”

Your program about the meat industry does not mention an important problem: how it damages the environment. The meat industry is harmful to the environment because raising cattle takes up a lot of forest land, and because it produces greenhouse gases.

EVIDENCE

One way in which the meat industry harms the environment is by taking up forest land to raise cattle. For example, Barona says that “the Amazon is being deforested, for the most part, because pastures for cattle ranching are growing.” This means that the meat industry is destroying one of the world’s most important forests. Barona is an expert in tropical agriculture at McGill University, so she is a reliable source.

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REASONING

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Sincerely,
Peter Parker



Discuss:

- How do we know there’s reasoning?
- What do we see the writer sharing in the reasoning?



Student thinking with the Mentor Text tool



Useful Language Tool

Making a claim:

People in and around Mexico City do not have equal access to water because...

Your program should talk about equal access to water in Mexico because...

_____ causes water inequality in and around Mexico City because ...

Providing evidence:

One reason access to water is unequal is....

For example, (name of document/author) states that "...."

The headnote for (name of document/author) tells us that "...."

There is also water inequality because....

(name of document/author) reports that "...."

(name of document/author) source is evidence for this. It says "...."

Reasoning:

This means that

This source will help the viewers understand that.....

This shows that ...

This evidence is reliable because....

Goals

- Support students' use of academic and disciplinary language as they put *ideas into words*
- Support composing
- Provide students with language *choices* to compose different parts of their argument (C-E-R)

Design principle 7

Support a writing process that focuses on meaning and includes planning, feedback, reflection, and revision



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Planning Graphic Organizer

<p style="text-align: center;">Claim</p> <p style="text-align: center;">Reason(s) why access to water is unequal in and around Mexico City</p>
<p style="text-align: center;">Evidence #1</p> <p style="text-align: center;">What details, quotations, or information from the sources support your claim?</p>
<p style="text-align: center;">Reasoning #1</p> <p style="text-align: center;">Explain how the evidence supports your claim AND why your evidence is reliable.</p>
<p style="text-align: center;">Evidence #2</p> <p style="text-align: center;">What details, quotations, or information from the sources support your claim?</p>
<p style="text-align: center;">Reasoning #2</p> <p style="text-align: center;">Explain how the evidence supports your claim AND why your evidence is reliable.</p>

REFLECTION TOOL:

Why is access to water unequal in and around Mexico City?

GOALS

CRITERIA FOR A STRONG ARGUMENT

COMMENTS OR NOTES TO SELF

Place a check for each statement below if it is done well (👍) or needs improvement (✍️).

Circle or write notes to help with revision and star 1-2 of these as goals for revision.

CLAIM

The **claim** states why access to water is unequal.

The **claim** identifies ideas that are the focus of the essay.



- The claim takes a position.
- The claim states why access to water is unequal in and around Mexico City.
- The sources in the investigation support the claim.
- The essay focuses on the claim.

EVIDENCE

The essay includes information from the headnotes, attributions, or sources as **evidence** to support the claim.

The essay includes quotations as **evidence** to support the claim.



- The evidence relates to the claim.
- The evidence is specific.
- The evidence is accurate.
- The evidence comes from more than one source.
- The evidence includes information about the author, date, publisher, and/or audience of the sources used.
- Quotations have quotation marks around them.

REASONING

The **reasoning** explains how or why the evidence supports the claim.

The **reasoning** explains the reliability of the source(s) as evidence to support the claim.



- The reasoning explains how each piece of evidence supports the claim.
- The reasoning explains why each piece of evidence is reliable for supporting the claim.
- The reasoning makes sense and shows the author understands the issue and question.

Design principle 8

Design assignments with sources that require argument, offer an authentic purpose or audience, and connect past to present.



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Features of Social Studies Argument Writing Tasks

- **Authentic form**

In my current project, 6th graders are writing *e-mails*, 7th graders are writing *letters that critique interpretations*, and 8th graders are writing *Op-Ed* pieces. We also experimented with *museum wall text*. Students examine *mentor texts* to understand each form.

- **Audience**

Students write to someone *other than the teacher*. We are experimenting with how “*real*” the audience needs to be or whether a “*pretend*” audience is enough to influence student thinking. For example, if writing an e-mail to an actual person who exists, how important is sending the e-mail and getting a response?

- **Purpose**

In our tasks we use a “*central question*” to guide students’ analysis of sources and thinking as well as a prompt to guide their composing. Most questions are *open-ended* with multiple possible responses and some are narrower with *yes or no* responses. In some cases, students make *connections between past and present* in their writing.

- **Authentic materials**

We are incorporating *primary and secondary* sources as well as more *detailed information about origins* and creation of the sources than simply noting author, date, and place (e.g., information about those details). Students also have anywhere from *four to fifteen sources* to select from as they write.

- **Scaffolding**

We are building in opportunities for students to *question and analyze sources before* constructing claims, to *make choices* among the many sources, to *discuss and synthesize* ideas across sources, to *plan* their thinking, and to *reflect and revise*.

Sample Assignment



You will write an email to the producers of PBS NewsHour about their 2014 report on Mexico City's water crisis.

Their report focuses on the problem of water scarcity in Mexico City, but not **inequality**. In addition, the report leaves out important causes for the current water crisis.

Your job in this investigation is to consider the evidence and answer the question:
Why is access to water unequal in and around Mexico City?

You will write an argument in an email that **that makes an interpretation** about the **reasons** for water inequality in Mexico City. You will support your interpretation using **reasons and evidence** from the **sources** we will investigate.

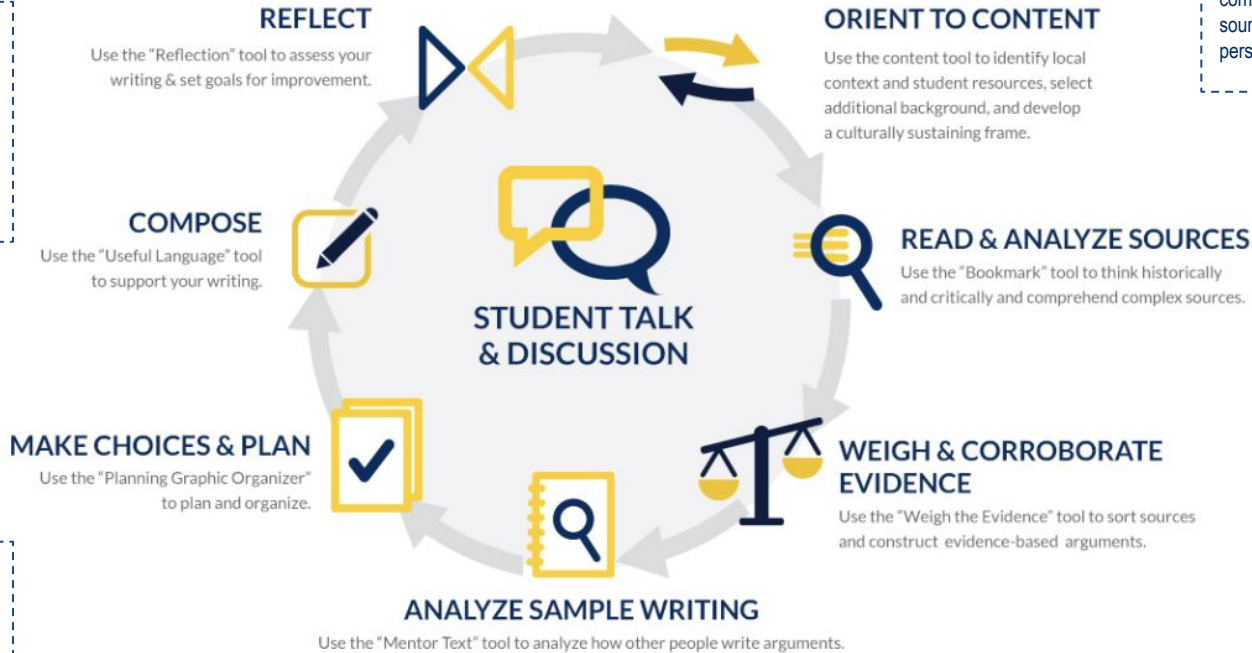
INCREASINGLY COMPLEX TYPES OF ARGUMENT WRITING

A Progression in Types of Argument Writing Within Investigations of History/Social Science Content.



Read.Inquire.Write: Translating research based principles into a framework that supports social studies inquiry

Principle 8: Design writing assignments with sources that require argumentation, offer an authentic purpose and audience, and connect past and present.



Principle 1: Orient students to history as inquiry (e.g., pursue debatable compelling questions with multiple sources that have diverse, contrasting perspectives).

Principle 2: Make connections with students' incoming knowledge, interests, and experiences + Extend students' background knowledge of the topic, language, or concept.

Principle 3: Support comprehension *and* analysis of sources through modification of complex texts, explicit strategy instruction, interaction, and attention to language.

Principle 7: Support a writing process that focuses on meaning (not form) and includes planning, composing, feedback, reflection, revision.

Principle 6: Provide models of good social studies argument writing and make expectations for such writing explicit.

Principle 5: Supporting students' language learning through explicit instruction, consistent opportunities to talk, and use of their incoming language resources supports their disciplinary learning.

Principle 4: Facilitate and foster discussion of sources & compelling question to construct arguments.

Principle 1: Orient students to history as inquiry (e.g., pursue debatable compelling questions with multiple sources that have diverse, contrasting perspectives).

Principle 3: Support comprehension *and* analysis of sources through modification of complex texts, explicit strategy instruction, interaction, and attention to language.

Principle 5: Supporting students' language learning through explicit instruction, consistent opportunities to talk, and use of their incoming language resources supports their disciplinary learning.

Principle 7: Support a writing process that focuses on meaning (not form) and includes planning, composing, feedback, reflection, revision.



**Day 1:
Orient to Content**

Students make connections between their live, prior experience, and local context with the larger historical and social issues, concepts, or topic and content.



**Day 2:
Analyze & Evaluate
Sources**

Students read, talk about, and analyze sources as they reflect on the central question.



**Day 3:
Analyze & Evaluate
Sources**

Students continue to read, talk about, and analyze sources as they reflect on the central question. Students sort sources and weigh the evidence as they begin to construct evidence-based arguments.



**Day 4:
Develop Arguments**

Students analyze examples of argument writing and then begin to plan and organize their arguments in response to the central question.



**Day 5:
Communicate Arguments**

Students compose their written arguments and share their writing. They reflect, revise, and set goals for next steps.

Principle 2: Make connections with students' incoming knowledge, interests, and experiences + Extend students' background knowledge of the topic, language, or concept.

Principle 4: Facilitate and foster discussion of sources & compelling question to construct arguments.

Principle 6: Provide models of good social studies argument writing and make expectations for such writing explicit.

Principle 8: Design writing assignments with sources that require argumentation, offer an authentic purpose and audience, and connect past and present.

QUESTIONS? COMMENTS?



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