



Pelham Public Schools
ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: Alexander the Great DBQ Argumentative Essay

Name of person submitting evidence: Gregory Kopstein/Kristin Cerreto/Jessica Waters

Grade Level:9 **School:** Pelham Memorial High School **Course Name:** Global History I

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process	X		
3. Student Performance Data			X
4. Curriculum & Instruction	X	X	X
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs	X		
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
OTHER: Please Specify			

Brief Explanation of Evidence:

Using the acronym S.O.A.P (Source, Occasion, Audience and Purpose), students will read non fiction primary and secondary sources sources, evaluate evidence and will determine the validity of Alexander's title of "The Great". With teacher guidance, students will break down long documents and draw conclusions based on evidence that they uncover whether or not Alexander was truly "The Great". By text coding, students will decide whether that document helps or hurts the argument that Alexander was "great". The purpose of S.O.A.P is to help with comprehension of the document, and implement the significance of the evidence in a persuasive essay. Once the documents are analyzed, we will have the students "pre bucket" their documents into categories. Two starter "buckets" will identify the opposition positions on the question. Then, students will pick the position they fell contains the strongest evidence and create three "reason" buckets for that position. Then, students will be required to outline their essay before they write the final product. (see all attached student/teacher samples). The

purpose of this process is to help students break down multiple metacognitive strategies, and have them think about what evidence is the strongest and potential bias before jumping straight into an argumentative essay. By engaging in several pre writing strategies, students are better prepared to implement evidence analysis into their essay, and they will be able to defend their claim, as well as recognize and discuss a valid counterclaim to help make their argument stronger.

Reviewed by: _____ OK for submission: _____