

3-14-2014

# Common Core Standards in the High School Social Studies Classroom

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## Recommended Citation

DeMars, William; Rogers, Jimmy; and Hicks, Donovan, "Common Core Standards in the High School Social Studies Classroom" (2014). *Arthur Vining Davis High Impact Fellows Projects*. Paper 24.

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# “Common Core Standards in the High School Social Studies Classroom”

Final Project Report

March 14, 2014

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Jimmy Rogers, Teacher Mentor, Chesnee High School  
Donovan Hicks, Wofford Student Fellow

Arthur Vining Davis Foundation  
2013-2014 High Impact Fellows Program  
*through Wofford College*

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## B. PROJECT: “COMMON CORE STANDARDS IN THE HIGH SCHOOL SOCIAL STUDIES CLASSROOM”

Common Core standards are coming in South Carolina. Two years ago Spartanburg District Two decided to take the lead by creating a new, mandatory 9<sup>th</sup> grade Human Geography course and using it to advance the Common Core. Several of the teachers in this course turned to the Arthur Vining Davis Foundation’s High Impact Fellows program at Wofford College for help in meeting this challenge.

Public schools in the entire state of South Carolina have set the goal is to fully implement the Common Core standards in the 2014-15 academic year. Common Core promises to better prepare high school graduates for career or college by placing greater emphasis on teaching problem solving, critical thinking, and argumentative writing. It also promises uniform standards nationwide and consistent evaluation of student progress across the 45 states that have adopted the standards.

What does that look like in the classroom? No one knows for sure. It is up to classroom teachers across the country to invent and test the teaching techniques that will allow students to meet the Common Core standards.<sup>1</sup>

In this context, Mr. Jimmy Rogers—who teaches 9<sup>th</sup> Grade Human Geography at Chesnee High School in Spartanburg District Two—decided to collaborate in meeting these challenges with the AVD High Impact Fellows program at Wofford. Jimmy had worked last year with Wofford Professor Bill DeMars in an AVD team on another aspect of developing the Human Geography course. This year Jimmy suggested that we focus on designing new activities and assignments consistent with the Common Core.

Bill invited one of his Government Major students, Donovan Hicks, to collaborate as the AVD Student Fellow. Donovan is not planning to be a teacher, but he has both the high academic skills and the desire to participate. In addition, Donovan graduated from Boiling Springs High School, which is in the same school district—Spartanburg District Two—as Chesnee High School where Jimmy teaches. So Donovan understands the local culture of District Two from a student’s point of view.

The three of us have met four times during the year, and have collaborated through e-mail and Dropbox file sharing between meetings. At our first meeting on September 10, 2013, Jimmy articulated his broad goals for student writing assignments. In broad terms, he wanted to teach his 9<sup>th</sup> and 10<sup>th</sup> grade students to do argumentative, evidence-based writing, using several sources. He expected students at the beginning of 9<sup>th</sup> grade to be able to write an organic one-paragraph essay (about 6-8 sentences) with the CSE formula (claim, support, explain). By the end of 9<sup>th</sup> grade they would be able to write a coherent three-paragraph essay, with an intro, body, and conclusion. By the end of 10<sup>th</sup> grade students should be able to write a coherent five-paragraph essay.

What have we done, and what have we found?

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<sup>1</sup> For South Carolina State Standards for Human Geography, see: “South Carolina Social Studies Academic Standards,” South Carolina Department of Education, Columbia, South Carolina, State Board Approved Document (August 18, 2011), “World Geography” Standards pages 72-83: [<https://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>].

Donovan created seven research and argumentative writing assignments, on the topics of Introduction to Geography, Culture, U.S.-Mexico Relations, Terrorism, Human Rights (I and II), and Globalization. He paired each writing assignment with a written or video text, and designed the assignments to call for progressive steps to more challenging argumentation and use of evidence.

Donovan found that he had a slight advantage when drafting these assignments, because he was able to channel his past high school years, along with appreciated pedagogical approaches during that time. Therefore, he was able to focus on what he thought would engage the 9th grade students at the beginning of the term, and challenge them as it went along. He hopes that his assignments will draw students out of their comfort zones and into a greater understanding of the material. Moreover, he believes that the assignments lend themselves to be easily modified, depending on students' needs.

Bill found that he was effectively incapable of writing assignments for 9<sup>th</sup> graders (even though he had taught 9<sup>th</sup> grade many years before), because he was exclusively focused on the quality of the sources in terms of being up-to-date, accessible, clear, factually accurate, and normatively fair. He did identify two sources as excellent primers on the Human Geography topics of Global Population and Energy Resources. Both happen to be film documentaries, rather than printed articles or chapters. Bill uses both films himself in teaching International Relations and Environmental Social Science at Wofford College. But they are also accessible enough for use in the middle school or early high school classroom. In fact, both documentary films have already been incorporated into intermediate level lesson plans with handouts, which Bill discovered through his research.

Using the two films, available lesson plans to accompany them, and other sources of shorter articles on the two topics, Bill has pulled together resources for two teaching units within Human Geography, on Energy Resources, and on Global Population.

Jimmy has begun to implement and test Donovan's writing assignments with his 9<sup>th</sup> Grade Human Geography students at Chesnee High School. Jimmy's report incorporates scans of several student papers, at three levels of student skill. He analyzes these to reveal the wide range of student abilities to be found in a 9<sup>th</sup> grade classroom in South Carolina, and the very real classroom problems of raising students' performance progressively upward on a "scaffolding" of skill levels to attain the Common Core Standards.

Jimmy's findings show that a central challenge for classroom teachers of any but the brightest and most highly motivated students will be to balance pushing students hard enough to progress in meeting Common Core standards, but not so hard that they become discouraged and give up. Exactly how they will do this remains, in part, to be discovered and invented. Our collaboration in this project, catalyzed and funded by the Arthur Vining Davis Foundation, has helped to meet that challenge at Chesnee High School in South Carolina, Spartanburg District Two.

Included in this project are four digital folders:

- 1 – DeMars, Rogers, Hicks - AVD Final Report 3-14-2014
- 2 – Hicks - Seven Human Geography Assignments
- 3 – DeMars - Teaching Units on Energy and Population
- 4 – Rogers - AVD Report and Student Writing Samples

Donovan Hicks, Wofford Student Fellow

Arthur Vining Davis Foundation 2013-2014 High Impact Fellows Program

“Common Core Standards in the High School Social Studies Classroom”

March 14, 2014

To create the seven assignments below, I focused on offering a basic introduction to each specific subject matter, such as Human Rights or Globalization. Having recently graduated from Boiling Springs High School, I tried to locate my inner-9<sup>th</sup>-grade-self to channel what I would have appreciated in the classroom. Often high school students perform better, if the teacher can draw a parallel to something important in the students’ lives. In other words, like many other students, I was obsessed with real-world application.

That being said, these assignments are designed to promote intellectual curiosity over memorization. Teenagers get excited with activities that require them to debate, so a few of the assignments ask the students to split up into groups and argue different positions. If students can support ideas with evidence and an original thought process, They can achieve a deeper understanding of the material.

I truly enjoyed this experience, because it forced me into the position of teacher and away from being simply a student. However, being fresh out of high school also gave be a competitive edge to create these assignments. Enjoy!

- 1) Introduction to Geography
- 2) Culture
- 3) Globalization
- 4) Human Rights I
- 5) Human Rights II
- 6) Terrorism
- 7) U.S.-Mexican Relations

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Introduction to Geography**

Why is it important to know about Geography? Think of least three ways in which the use of geography could be applicable to any student, pursuing any major or interest.

<http://video.about.com/geography/Five-Themes-of-Geography.htm>

*[NOTE: I thought that this video would be fun for students at the beginning of the term. This subject is taught towards the start of the semester, so students should be relatively relaxed with this assignment. This assignment would be great to introduce the topic of geography!]*

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Culture

Using the following article, develop two well-organized, cohesive paragraphs detailing why someone who resides in Cuba might view American customs as completely different or inadequate to his or her own. In doing this, describe the term associated with judging another's culture based upon one's own. In your own opinion, form a reason why culture changes over time. (The paragraphs should consist of 4-6 sentences. Make sure to form sensible topic sentences. The structure of the paragraph is up to you.)

[http://anthro.palomar.edu/culture/culture\\_2.htm](http://anthro.palomar.edu/culture/culture_2.htm)

*[Note: This assignment invites student to do several college-like activities. First, the student has to read and understand the prompt. Then, the student must read, understand, and analyze an outside source. The student must then make connections between the prompt and article in order to write the paragraphs. Then, the student has to formulate paragraphs to answer the prompt.]*

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Globalization

Reading the article below, make a concise and well-thought-of definition concerning globalization and its application upon you as a citizen. Make an original assessment of its top-down affect upon the world, as a whole (formulate your own example please).

Rick Wartzman, "The Drucker Differenc: What Globalization Really Means," *TIME Business*, October 23, 2013, [<http://business.time.com/2013/10/23/what-globalization-really-means/#ixzz2ixv25bvI>].

Definition of Globalization...

Application to citizenship...

Application to the World Community (use the article for help)...

Thinking Outside of the Box: Write a couple sentences making an argument for or against Globalization. Make sure to include at least one item of support.

*[NOTE: This assignment focuses on the Common Core goal to push students towards argumentative writing with text support. While this assignment could be slightly advanced for an average group, it helps the students with explicit directions.]*

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Human Rights I

People seem to get extremely passionate about the subject of human rights, especially when they believe that their rights are violated within liberal democracies, such as the United States. We all know that we have human rights here in the U.S.; however, some countries do not. If human rights are not a universal theme, then why is it employed in the United States? How did we come to attain it? Is it accessible for every citizen? Have we struggled with these rights in the past? To begin answering these questions, let us start with the basics!

Watch video: <http://www.youthforhumanrights.org/what-are-human-rights.html>

Define Human Rights in your own words. Why should one have human rights? Are they necessary? Why? (2-3 sentences)

What is an example of a human right here in America? Describe it. Bonus: Name an example of a human right in another country. (2-3 sentences)

Name, describe, and analyze two struggles for “equal” human rights in America’s history. (6-8 sentences)

*[NOTE: This provides a clear, yet efficient way to develop an argumentative paper concerning human rights. Another option would be to split the class in half and get them to argue for or against the acceptance of slavery as a law. Have each side then come up with three main points for their argument. This would spur conversation and participation. It would also set a basis for argumentative writing with what you need first: an argument.]*

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Human Rights II

This assignment attempts to make a progressive step in establishing a comparative view on human rights. Specifically, how do different cultures apply their protected human rights? What are the similarities or differences?

Consider the following texts:

-The United States Bill of Rights

[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights\\_transcript.html](http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html)

-The European Convention on Human Rights

<http://conventions.coe.int/treaty/en/treaties/html/005.htm>

Comparison/Contrast Project

- 1) American history has been plagued with issues of race and equality. Progressing from slavery, racial hatred, to equality legislation, American human rights include extensively the idea of widespread equal opportunity for everyone. Is that identifiable in the Bill of Rights? What amendments specifically point to race and/or equal opportunity for all? If one had to choose, what is the goal of the Bill of Rights?
- 2) Given that the creation of the Council of Europe, and subsequently, the European Convention on Human Rights, was not established until well after the Bill of Rights was established, are there similarities between the two? Is slavery directly protected against in this convention?
- 3) Let's establish a spectrum for Human Rights from low to high. In other words, what does it look like to have a society without the protection of basic human rights? To answer this question, watch this video from a United Nations office on human rights about a particular country in central Africa, the Democratic Republic of Congo (DRC):  
<http://www.youtube.com/watch?v=MgjrfDgHi04>

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Terrorism**

In her article entitled, “The Causes of Terrorism,” Martha Crenshaw states that “the first condition that can be considered a direct cause of terrorism is the existence of concrete grievances among an identifiable subgroup of a larger population, such as an ethnic minority discriminated against by the majority. A social movement develops in order to redress these grievances and to gain either equal rights or a separate state; terrorism is then the resort of an extremist faction of this broader movement.”

Using Crenshaw’s formulated cause of terrorism, use at least one example of terrorism discussed in class to support this statement. Be sure to be specific. You should have three paragraphs. The first paragraph should introduce Terrorism with respect to Crenshaw’s definition. Another paragraph should explain Crenshaw’s definition. A final paragraph should explain your evidence in support concerning Crenshaw’s definition.

(If you would like to see Crenshaw’s whole 20 page article, go here:  
<http://courses.kvasaheim.com/hist319a/docs/Crenshaw%201981.PDF>.)

*[NOTE: This assignment asks students to follow a specific structure for their essay. It is easier to achieve a few smaller goals, than to tackle one intimidating goal of the whole essay. That being said, this assignment is writing intensive and requires upper-level thinking.]*

Human Geography

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## U.S. Mexico Relations

Opening Discussion:

- What are the stereotypes associated with Mexican immigrants in the United States?
- Why do these stereotypes exist?
- Why is immigration an important issue?
- How do you view the Mexican students that attend our high school? Are you their friends? Do you talk to them?
- What do you automatically assume about them?

These provide a negative overcast concerning U.S. Mexico Relations, but this is only part of the story. Your job is to find three positive realities in the relationship that benefit both the United States and Mexico. In doing this, explain how might the United States be set back, if relations with Mexico completely dissipated.

Create a PowerPoint Presentation in groups of three. You will find one other source, other than the one provided below, to finish your presentation. Each member of the group will be required to complete a one-paragraph response describing their role in completing the project.

The first source provided is: <http://www.state.gov/r/pa/ei/bgn/35749.htm>

*[NOTE: This assignment is a tall order for a ninth grade student. However, it will move them toward Common Core standards. It can be revised to suit the class.]*

# Resources for a Teaching Unit on “Energy Resources” for Jimmy Rogers, Instructor in 9<sup>th</sup> Grade *Human Geography*

Arthur Vining Davis, High Impact Fellows Grant  
William E. DeMars / Wofford College / Spring, 2014

## A. BACKGROUND

This material allows students to research and compare a wide range of natural resources that can be used to make energy for human use. The 2012 documentary, *SWITCH: Discover the Future of Energy*, is the best primer source on energy resources that I have found for any educational level. I use it with my students at Wofford College, but it is also accessible to middle school students (for example, with lesson plans from the NEED project below). The energy resources covered (which can be used to divide up student assignments) will include:

1. Biomass
2. Coal
3. Geothermal
4. Hydropower
5. Natural Gas
6. Petroleum
7. Propane
8. Solar
9. Uranium
10. Wind

Note that some of these are used primarily for generating electricity, which will then be put to other uses (nuclear, hydro, wind, and solar are used almost exclusively for electricity generation, and coal is very heavily used). Others (mainly oil and natural gas) are more versatile, and may be used to directly power transportation, or heat buildings, or power factories or generate electricity. Geothermal is used for heat or electricity, and propane mainly for heat.

In addition, there are several *issues* that cut across all sources of energy (this list from [<http://www.switchenergyproject.com/topics/alltopics>]):

1. Efficiency
2. Energy Transition
3. Energy Mix (affordable, available, reliable, clean)
4. Environmental Impacts
5. Carbon Capture
6. Fracking
7. Electricity Transmission
8. Electricity Storage
9. Subsidy
10. Energy Security
11. Government Policy

## B. ELEMENTS OF A TEACHING UNIT

- 1) Use handouts and lesson plans for intermediate level from NEED (National Energy Education Development Project), found at: [\[http://www.switchenergyproject.com/education/curricula\]](http://www.switchenergyproject.com/education/curricula). Particularly useful might be:
  - a. Introduction to Energy Factsheet (2 pages)
  - b. Great Energy Debate (20 pages)
- 2) Show the whole *Switch* film in one or two sessions (98 minutes total), *or*, show the film in 14 segments, processing them with students one at a time.

*Switch* is a global tour of energy resources, highlighting advantages and disadvantages of each one, and showing places where each one is heavily used.

A teacher can access the film either on DVD, or apply for an educator's free code to stream the whole film or the segments online. Apply for the code here:

[\[http://www.switchenergyproject.com/education/stream-and-download\]](http://www.switchenergyproject.com/education/stream-and-download). A DVD is often more useful for navigating through segments, or when your internet is not working.

Therefore, with AVD grant funding I have acquired two copies of the DVD *Switch*, donated to Jimmy Rogers and his colleagues teaching 9<sup>th</sup> grade Human Geography at Boiling Springs Middle School.

- 3) Projects: Have individual students, or pairs, each take on one source of energy out of ten. The NEED materials provide one page handouts for each energy source, with a series of 20 statements about it. The student is to determine if each statement is 1) a fact, 2) an advantage, or 3) a disadvantage.
- 4) After they have absorbed the basics, one could base short writing assignments on recent news articles for each of ten sources of energy from the *New York Times* Energy Topic Guides, at [\[http://www.nytimes.com/pages/business/energy-environment/\]](http://www.nytimes.com/pages/business/energy-environment/). (Note that their list of ten energy sources differs slightly from NEED's, in that the *NYT* substitutes "Biofuels" for "Biomass," and "Tidal & Wave" for "Propane."):

### *New York Times* Energy Topic Guides:

1. Biofuels
2. Tidal & Wave
3. Natural Gas
4. Geothermal
5. Hydro
6. Nuclear
7. Coal
8. Oil
9. Solar
10. Wind

## Resources for a Teaching Unit on “Global Population” for Jimmy Rogers, Instructor in 9<sup>th</sup> Grade *Human Geography*

Arthur Vining Davis, High Impact Fellows Grant  
William E. DeMars / Wofford College / Spring, 2014

### A. BACKGROUND

This material allows students to understand several aspects of population and demographic issues in a manner that is up-to-date, accessible, clear, factually accurate, and normatively fair. The 2013 BBC-2 documentary, *Don't Panic – The Truth about Population*, with Professor Hans Rosling, is the best primer source on population that I have found for any educational level. I use it with my students at Wofford College in courses on World Politics and Environmental Social Science. However, it is also accessible to middle school students. In fact, I have identified educators (Lil Cranfield and her team) who have created lesson plans to use the film with 7<sup>th</sup> and 8<sup>th</sup> graders (at [geographypods.com](http://geographypods.com)).

In distinct segments of the film, students will learn about:

- 1) World population growth over the past 12,000 years.
- 2) Common misconceptions in the developed world about global population patterns.
- 3) Case study of population, fertility and income in the country of Bangladesh, whose large population is leveling off, with a profile of a family making choices for the future.
- 4) The recent revolution of rising child survival worldwide.
- 5) How many people will the world hold in the year 2,100? And where will they live?
- 6) The whole world population divided into five groups according to income, from the shoe people, bike people, motorbike people, car people, to the airplane people.
- 7) Case study of growing population and income in the country of Mozambique in East Africa, with a profile of a rural family of five saving to buy a bicycle, which transforms their lives.
- 8) The revolutionary growth of income, life expectancy and population in all regions of the world during the past 200 years.
- 9) How to address, now and in the future, the triple challenges of a) population growth, b) extreme poverty, and c) climate change.

### C. ELEMENTS OF A TEACHING UNIT

- B. Use lesson plans and handouts designed for using this film in teaching 8<sup>th</sup> grade Geography from [Geographypods.com](http://www.geographypods.com) [<http://www.geographypods.com/dont-panic---the-truth-about-population.html>].
- C. Show the whole film, *Don't Panic: The Truth about Population*, in one or two sessions (59 minutes total), or, in 8-10 segments, processing them with students one at a time.

The film is easily available online, either on Hans Rosling's Gapminder website [<http://www.gapminder.org/>], or on YouTube or Vimeo. However, a DVD is often more useful for navigating through segments, or when your internet is not working. Therefore, with AVD grant funding I have acquired two copies of the DVD (available only directly from the producers, Wingspan Production in the UK), donated to Jimmy Rogers and his colleagues teaching 9<sup>th</sup> grade Human Geography at Boiling Springs Middle School.

- D. The film *Don't Panic* includes several analytical segments, but they are illustrated by the profiles of two families: Hannan and Taslima Khan and their children in rural Bangladesh, and Andrea and Olivia and their children in rural Mozambique. This film is almost unique in presenting the rural poor of Asia and Africa as responsible, rational and hardworking in seeking a better life for their families and planning ahead for their societies. These family profiles are accessible to students with a wide range of academic skill levels.
- E. The teacher could base other short writing assignments on news articles on population issues, for example, from the *National Geographic* "Special Series: 7 Billion," (2011) at [<http://ngm.nationalgeographic.com/7-billion/>].

END

## AVD Final Project Report, and Student Writing Samples

Jimmy Rogers, Teacher Mentor  
Chesnee High School, South Carolina  
March 14, 2014

“Common Core Standards in the High School Social Studies Classroom”  
Arthur Vining Davis Foundation  
2013-2014 High Impact Fellows Program  
*through Wofford College*

### A. Final Project Report

As part of the Arthur Vining Davis grant through Wofford College, I have had the opportunity to work closely with Dr. Bill DeMars, a Wofford professor, and Wofford student Donovan Hicks. I presented to Dr. DeMars and Donovan the challenges that I currently face in my 9<sup>th</sup> grade Human Geography classroom, and my goal to prepare students to succeed on the Common Core assessment that will be implemented in South Carolina beginning next year. With the Common Core assessment in mind, I asked Dr. DeMars and Donovan to produce writing prompts and resources that will allow my students to develop simple argumentative essays based on textual evidence.

The resources they have found, and assignments and activities they have developed, will be valuable moving forward. Dr. DeMars and Donovan have set a useful baseline for me and my students for college expectations and readiness, one of the key goals of Common Core. Although some of the work we have created this semester is not ready for immediate implementation in my classroom, I can make modifications to meet my students' skills within their zone of proximal development. As Common Core curriculum is implemented throughout the state, students will be more able to perform tasks closer to college expectations, and I can continue to make adjustments to best serve student needs.

My analysis of student writing samples below illustrates the wide range of student abilities to be found in the 9<sup>th</sup> grade classroom in Spartanburg District Two. As the Common Core standards raise the bar for student achievement in South Carolina and most of the nation, high school teachers such as myself will take up the challenge to bring the benefits of this shift to all of our students. Exactly how we will do that is not yet fully known; it remains to be discovered and invented. The Arthur Vining Davis Foundation, and my collaboration with Dr. Bill DeMars and Donovan Hicks that they have made possible, has helped and will continue to help me to meet that challenge.

### B. Analysis of Student Writing Samples

As a formative assessment on student comprehension of solutions to overpopulation, Students were asked to write a single 6-8 sentence paragraph on the following:

“Give at least one example of how governments can decrease population and explain how those measures would affect the population.”

It is important to note that this writing prompt is not necessarily based on the fundamental ideas of Common Core. The essay does not require students to answer text dependent questions, however, the information came from class notes and a persuasive poster activity the students completed the day before. Also, the prompt is not particularly argumentative as they are not being asked to provide a counter argument or assess the validity of their claim. The purpose of this writing prompt for the classroom is to provide a basic writing sample that allows me, as the instructor, to assess student writing ability and their comprehension of how political, economic, and social policy can increase or decrease population. Out of a class of nineteen students, I have selected six examples of student work and grouped them based on writing ability—according to quality of sentence/paragraph structure, and demonstrated understanding and articulation of key ideas concerning population and population control methods.

**Level A** – At level A, students are able to clearly articulate the ideas of population control and how promoting industrialization within nations leads to more opportunities for women and decreases the need for high fertility rates to support agricultural production. Students at level A write paragraphs with complete sentences, and create clear introduction and conclusion sentences within the structure of a one paragraph essay.

**Level B** – At level B, student writing is less defined and articulate. Sentence structure is simple, and misspellings and incorrect word usage are frequent. Student comprehension of political, economic, and social policy is lower level, and they incorporate some incorrect or unsupported information. Students at level B do include basic introduction and conclusion sentences.

**Level C** – At level C, student writing skill is rudimentary, with improper grammar and spelling in nearly every sentence. Students at level C struggle to create complete sentences, and lack proper introduction and conclusion sentences. At level C students mix some correct and some incorrect information, and their interpretation of population control is extremely basic with little analysis of how political, economic, and social policy may impact population.

Using this as a basic writing sample, I will need to review with students the basic structure of a sentence and a single paragraph essay. Also, I will need to guide students more specifically on the information they should use to answer the question and provide adequate scaffolding to ensure all three levels of students are creating coherent single paragraph essays.

(Please note that the descriptions of the three levels above are also repeated before each pair of writing samples below.)

**Level A** – At level A, students are able to clearly articulate the ideas of population control and how promoting industrialization within nations leads to more opportunities for women and decreases the need for high fertility rates to support agricultural production. Students at level A write paragraphs with complete sentences, and create clear introduction and conclusion sentences within the structure of a one paragraph essay.

#### Student Sample A1

Governments can decrease population by funding the advances of less developed nations in order to move them along the road to industrialization/ Post-Industrialization. This would create the opportunity for women to work outside of the home. In doing such, perhaps these women may feel that it is a burden to have children (such, needy creatures). Even if a small percentage of women perceive this as is, the results would be significant. For example, Japan is a most-industrialized nation. Because women have the options that they do, they don't ALL have children. This means that their population is, in fact, decreasing. With proper government funding, this can be applied to other nations.

#### Student Sample A2

3-7-14

Population will eventually become a very big problem. So in order to stop the problem, introducing birth control to people all over the world would help tons. Most people in less developed countries don't even know what a condom is. By sending other countries birth control people would stop maybe having unwanted babies. Another option would be to limit the amount of kids 1 woman can have. Woman all over have more than 1 kid, so by limiting how many she could have would cut down as well.

**Level B** – At level B, student writing is less defined and articulate. Sentence structure is simple, and misspellings and incorrect word usage are frequent. Student comprehension of political, economic, and social policy is lower level, and they incorporate some incorrect or unsupported information. Students at level B do include basic introduction and conclusion sentences.

Student Sample B1

If a government wanted to decrease the population in a area they could only do a few things. For example, they could give a free abortion every month to any woman intersted. It would effect the Population because then the baby would never be born. Another example, you could make advisement that would make it look like having a baby is horrible. Then, the women would be scared and they would wait till later to have one. These measures would effect the Population by making upman not want to have or at least abort their babies. In conclusion, I would try to deacrese the population because of food, theirs not enough for everybody. So we want to save it.

## Student Sample B2

A Government can decrease a population by allowing people access to birth control. By having this people will not have as many kids. But if you allow them access to birth control you also need to show them how it works. If you don't they most likely won't use it. If most people are using this and actually know how to the population will most likely go down or decrease. But if you do not know how to use it or something goes wrong your child could have birth defects. But, Birth control is something people need to decrease ~~the~~ population.

**Level C** – At level C, student writing skill is rudimentary, with improper grammar and spelling in nearly every sentence. Students at level C struggle to create complete sentences, and lack proper introduction and conclusion sentences. At level C students mix some correct and some incorrect information, and their interpretation of population control is extremely basic with little analysis of how political, economic, and social policy may impact population.

#### Student Sample C1

over population leads to shortage of food, water. The government could in force birth control. It will limit the amount of children born. The less children born mean the population will go down. Birth control leads to more food and water. The governments should in force birth control in most countries, because they are limited on food and water.

#### Student Sample C2

GOVERNMENTS could decrease POPULATIONS BY educating PEOPLE. if, the PEOPLE are educated they will DO BETTER THINGS. and decrease POPULATION. they can get BETTER JOBS. they could make MORE MONEY, and live HAPPIER, and the POPULATION would DECREASE.