

THINKING
LIKE A
HISTORIAN

Supporting Questions
For the Frame

STAGE A

1. When was this text made?

STAGE B

Following the model on page 79, insert the specific, aligned CCSS for the lesson. Then, select complex texts aligned with the rigor of learning expected in the identified CCSS.

Formulate text-specific questions of high cognitive demand aligned with the complexity of the texts. These questions must demand students to cite text evidence in their responses. These questions may be focused on the components of Message, Form, Audience, Imagery, Tone, and Conflict.

- ▶ **Message**—(*The Big Idea of the text*)
- ▶ **Form**—(*Speech, Essay, Article, Letter, Other*)
- ▶ **Audience**—(*Group or person this text was written for*)
- ▶ **Imagery**—(*Vivid language author uses or mental pictures author creates*)
- ▶ **Tone**—(*The attitude of the author that shows in the writing*)
- ▶ **Conflict**—(*The clashing of opposing forces*)

4. Who was the speaker? Why is he or she important?

2. What was happening that was important to society?


3. What was happening that was historically important? Locally? Other places?

Exhibit 7.3—Reading Like a Historian Subtext Guide



Stage C—Plan (a method for achieving an end)

What does the author plan to do or gain? What larger plan might the author have? Could it work? Why?



Stage C—Purpose (something set up and an end to be obtained)

What purpose did the author have in writing this text? Was it achieved?



Stage D—Intention (a decision to act a certain way)

What author's intentions can you uncover by reading between the lines of the text?



Stage D—Motive (a need or desire that causes a person to act)

What drove the author to write this text?

Stage A

Using the "context frame for history" (Exhibit 4.2), read and respond to the questions in **Stage A** that are located on every side of the frame.

Beginning with number 1, respond to the question, "When was this text made?" Write your response about the Jackie Robinson speech directly on the context frame in the space under number 1. Consider the supporting questions below in your response:

1. When was this text made? (Top of the frame)

- Why is this important to the reader?
- How does this information help to construct understanding about what was influencing the thoughts and perspective of the writer at that time?
- How will this piece of information add to the readers' understanding of the author's intention (analyzed in Stage D)?

2. What was happening that was important to society?

- Why is this important to the reader?
- What does this piece of information contribute to students' understanding of how context impacts all texts?
- How does knowing the author's understanding of what was important provide clues to help the reader think critically?

3. What was happening that was historically important? Locally? Other places?

- Why is identifying the historical period important for understanding connections?
- How does information about the historical period provide the reader with insight? How does the reader's understanding of the historical period provide clues to help the reader?

4. Who was the speaker? Why is he or she important?

- Why is the identity of the speaker in the text important for the reader to know? How can this information inform the reader's thinking as he or she is reading?
- How does the speaker use literacy actions to engage the reader? Specifically, which ones were relied upon frequently?
- How does the text's use of literacy actions provide clues to the reader about the explicit and implicit meaning the author wishes to convey?

Stage B

Continuing with the "context frame for history" (Exhibit 4.2), read the questions in **Stage B** that are located inside the frame.

Beginning with the **message**, identify the key points for the **message, form, audience, imagery, tone, and conflict**. Write your responses about the Jackie Robinson speech directly inside the center of the frame, in the space under each component of **Stage B**. Consider the supporting questions below in your response:

Message (the big idea of the text): What *explicit* message is the author/speaker attempting to present?

- Why is this message important to the reader in the present?
- How will the explicit message compare with the implicit message when it is addressed later in Stages C and D?

Form (speech, essay, article, letter, other): Did the author's selection of the form convey the message to the reader?

- What purpose did Jackie Robinson have for using this form of communication to distribute his message? What evidence from the text supports your response?
- What medium of communication today would a professional athlete use to distribute his message and how is it different from the form Jackie Robinson used?
- Did the form of the message enhance the reader's understanding of the message?
- Why would the author choose the same form to convey the message today?

Audience (group or person for which this text was written or intended): Why was the author's text appropriate for the reader?

- What audience was Jackie Robinson addressing in this message? Cite text evidence.
- Would today's professional athlete address the same audience?
- Identify four points today's professional athlete would present to an audience.
- Why is Jackie Robinson's message still resonating today with an audience?
- How did the author consider the reader when composing the text of the message?
- Why does the text or the message still resonate with today's adolescent reader?

Imagery (vivid language and mental picture created): How does the author of the text use language to create imagery to capture the reader's attention?

- List four specific images Jackie Robinson created in this message.
- Provide three examples of vivid language in his message.
- Describe the mental image the message evoked in you. Provide connections between your mental image and the message.
- How does the author of the text use literacy actions to create imagery for the reader?
- Why does the language chosen by the author create a powerful influence on the reader?

Tone (attitude of the author that shows in the writing): Which literacy actions did the author require the reader to use?

- Describe the tone Jackie Robinson set in the message.
- List two reasons why Jackie Robinson could have felt justified in setting another tone.
- Change the tone of the message in Jackie Robinson's text. What would have been the emotional impact upon the audience?
- How did the text convey the author's attitude?
- What was the attitude the author wanted the reader to adopt as a result of reading the text?

Conflict (clash of opposing forces): How did the author use literacy actions to construct conflict in the text?

- List four points of conflict identified within the message of the Jackie Robinson text.
- Provide three points of conflict a professional athlete would include in a message presented today.
- What emotional conflict did Jackie Robinson's message create within you?
- How would you resolve this emotional conflict if you were the author of the text?
- Why was conflict in the text important for constructing meaning for the reader?
- What conflict would the author use to engage and influence today's reader?

Now that we have completed the first two stages in the Four-Stage Model for Text Investigation by thinking critically about the context and text in Stages A and B, the adolescent reader must now *engage* with the text by *inferring* the author's intentions and *evaluating* the influence those intentions have on the text information. The next two stages—**Stage C**, the impersonal subtext, and **Stage D**, the personal subtext—are producing the reader's personal meaning by *inferring* the author's intent, which is both explicitly conveyed and implicitly concealed within the text. Here, the reader becomes the author, and creates relevance from the text for themselves.

Stage C

Using the “reading like a historian subtext guide” (Exhibit 4.3), read the questions in **Stage C** that are located on each side of the box at the top.

Beginning with **Stage C—Plan**, respond to the questions. Write your response about the Jackie Robinson speech directly on the subtext guide in the space under “Stage C—Plan.” Then, proceed to **Purpose**. Consider the supporting questions below in your response:

Plan (a method for achieving an end): What does the author plan to do or gain?

- What larger plan might the author have? Could it work? Why?
- Why is the author’s plan workable today?

Purpose (something set up as an end to be obtained): What purpose did the author have in writing this text? Was it achieved?

- Did the author ultimately achieve his or her purpose?
- How was the society of the day influenced by the author’s text?
- How did the author’s use of literacy actions influence history?
- Why is the author’s purpose for writing the text relevant today?

Stage D

Concluding the Disciplinary Literacy Four-Stage Model for Text Investigation with **Stage D: Intention and Motive**, respond to the questions. Write your responses about the Jackie Robinson speech directly on the subtext guide in the spaces under Stage D in Exhibit 4.3. Consider the supporting questions below in your response:

Intention (a decision to act a certain way): What author’s intention did you uncover by reading between the lines of the text?

- How did this implicit author’s intention impact your view of the text?
- How did the author’s implicit intention in writing the text connect with the norms of the day?
- What author’s implicit intention in the text is irrelevant today?
- What would you revise in the text to make it relevant for today?

Motive (a need or desire that causes a person to act): What drove the author to write this text?

- What economic occurrence is associated with the author’s motive?