

# Power to the People

**Prompt Sequence:** Grades: 9-12 | Subject: Social Studies

This nine-week prompt sequence features a thoughtfully-designed set of high school Social Studies-focused prompts. Featured topics from our Signal Check, Spot Check, and Expansion Pack libraries focus on the essential elements of argumentative and historical analysis writing, two areas of writing often targeted in the Social Studies classroom. Activities from the Curriculum Resources page further solidify their communication skills and help to facilitate discussion of the power of the people in the United States.

## Week 1: Diagnostic

Assign **Civil Service** in Spot Check as a diagnostic writing task to get a baseline regarding students' starting levels in each trait of this argumentative prompt. In order to assess students' individual areas of strength and need before instruction, this assignment will not provide students with any feedback or guidance.

## Week 2: Skill Targeting

Use the Assignment Report to assess the rubric traits in which the students struggled most on the diagnostic assignment. Prepare students for their formative assignment by leading an Expansion Pack activity aimed at improving one of those areas of weakness (Claim and Focus, Support and Evidence, Organization, or Language and Style).

## Week 3: Preparation

Print and discuss the **Censorship in the Libraries** Exemplar Essays. Choose one activity from the 25 Ways to Use Exemplars resource to illustrate and define key elements of successful argumentative writing in the social studies classroom.

## Week 4: Formative Assignment

Assign **Censorship in the Libraries** in Signal Check for students to practice argumentative writing skills and receive formative, actionable feedback on their writing. In particular, ask students to focus on improving the areas that were focused on during the activities in Weeks 2 and 3.

## Week 5: Review

Use the Assignment Report to see where students struggled in their formative assignment. Identify areas of greatest need to focus on in the next activity. Consider choosing a rubric trait that you have not focused on in the previous weeks' activities (Claim and Focus, Support and Evidence, Organization, or Language and Style).

## Week 6: Skill Building

Prepare students for a historical analysis extension assignment, which uses many of the same skills found in argumentative writing. Implement an activity from the Expansion Pack Activities resource aimed at addressing targeted areas of need identified in Week 5.

## Week 7: Extension Assignment

Assign **Mandatory Voting** in Expansion Pack for students to practice learned writing skills in a less scaffolded writing environment. Consider offering students teacher-created feedback or time for peer review in individual areas of greatest need prior to the Culminating Writing Task in Week 8.

## Week 8: Culminating Writing Task

Assign **Protection or Privacy** in Spot Check as a culminating writing task to assess the students' progress on the skills of this unit of study. This assignment will not provide students with any feedback or guidance, in order to assess students' progress and individual areas of strength and need.

## Week 9: Reflection

Print the **Protection or Privacy** Exemplar Essays. Have students compare their scores and writing to what is present in the exemplar essays. After comparison, have students reflect on what they've learned, what they did well, and what they still could continue to improve upon.

