

Argument in service of civic reasoning and discourse

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Structure of Presentation

- Part 1- Current and Past Challenges in Civic Domain
- Part 2 -What is entailed in civic reasoning and discourse
- Part 3 - Structure of Argumentation
- Part 4 - Strategies for Teaching the Logic of Argumentation
- Part 5 - Designing instructional units to teach argumentation in context of literacy instruction
- Part 6 -Case 1 – History/social studies
- Part 7 - Case 2 – Literature
- Part 8 - Resources

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Current and Persistent Challenges in Civic Domain

Part 1

3

Why We Need Civic Reasoning & Discourse

- Mass Shootings
- January 6th
- Black Lives Matters
- Low Civics Scores
- Pandemic & Public Health Engagement
- Climate Change
- Fight Over Election Results
- Social Media Misuse
- Political Polarization

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Complexity of the American Experiment

Creating and sustaining a system of decision making sufficiently elastic to make space for dissent and difference

- Federal as well as local decision making
- Majority and minority rights
- The inalienable rights of the individual

A nation of indigenous populations and immigrants with a contested history, forging a national identity

- History of African enslavement and war against Indigenous nations
- Navigating questions of citizenship given undocumented populations and sovereign Indigenous nations
- Complex history of contestations over immigration policies and acceptance
- History of communities sustaining national as well as transnational identities

Wrestling with these complexities and ethical conundrums across our history

- No simple histories of leaders who are either simply good or bad

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The American Dilemma

- Our two holocausts
 - Genocide against indigenous nations
 - Enslavement of Africans
- Over 400 years of colonial conquest and legal apartheid
- Complex structure of shared governance



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Emotions are High



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Why Public Education Matters

- Where to learn democratic values?
- Where to learn to empathize with others?
- Where to learn to wrestle with complexity?
- Where to learn how to take up the resources and opportunities of democratic governance?
- Where to learn not to hate?

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What is entailed in civic reasoning and discourse?

Part 2

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**EDUCATING FOR
Civic Reasoning
& Discourse**

Implications for Literacy Instruction
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Dimensions of Civic Reasoning and Discourse

Knowledge, Epistemology, Emotions, Ethics, Perceptions, Civic Reasoning, Dispositions, Democratic Principles, Question, Multiple Points of View, Listen to Others

Challenges in the Public Domain Requiring Civic Reasoning – The Role of Subject Matter Knowledge

Math: Covid Data Displays, Probabilistic Reasoning
Science: Covid Mutations, Climate Change
History: Electoral College, Senate Filibuster
Literature: Response to George Floyd killing, Response to violence against AAPI

Content Knowledge Impacts Civic Reasoning

SARS-CoV-2 Variants

Multiple variants of the virus that causes COVID-19 are circulating globally and within the United States. To date, five variants have been classified as a variant of concern, and the proportions of cases caused by these variants are summarized below. Based on specimens collected from March 28 to April 10, an estimated 55.2% of COVID-19 cases in the United States are caused by the SARS-CoV-2 variant B.1.1.7. The proportion of cases caused by B.1.1.429 is estimated at 4.5%, and the proportion of cases caused by B.1.427 is estimated at 1.8%. Variant B.1.1 is estimated to comprise 3.5% of COVID-19 cases, and the proportion of B.1.251 cases is estimated to be 0.9% for the two weeks ending April 10. Proportion estimates provided on COVID-19 data Explorer can now be viewed at the national or regional level in 2-week intervals.



- Understanding viral mutations and why they are important
- Understanding implications for mutations for impact of vaccinations and for why percentage of population matters
- Understanding multi-dimensional data displays

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Gun Violence

Competing Conceptions of the Problem

- Procedural remedies
 - Acquiring weapons
- Problem of public health
- Problems of state sanctioned violence
- Competing points of view even among students at Parkland
- Hess' research on competing stakeholders

The Power of Empathy: The March for Our Lives



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Disciplines Informing the Knowledge Base Required

History	Political Systems	Data Interpretation	Sociology	Media-Communications
<ul style="list-style-type: none"> • Historical context of 2nd amendment • Historical context of gun use in the U.S. 	<ul style="list-style-type: none"> • Electoral system • Mid-term elections • Special interest groups • Affordances & constraints on federal vs state legislation 	<ul style="list-style-type: none"> • Sources and interpretation of data on shootings 	<ul style="list-style-type: none"> • Urban vs suburban influences on gun violence 	<ul style="list-style-type: none"> • Power of digital social media

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Civic Reasoning as Argument

- We debate fundamentally about warrants
 - Affordances and limitations of the state and the individual
 - Our attributions around the meaning of diversity
 - Criteria we use to evaluate implications of science and the social sciences to inform policy

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TABLE 2-1 Dimensions of Civic Reasoning

	Knowledge	Dispositions	Identity	Ethics
Literacy	<ul style="list-style-type: none"> • Critically examine texts 	<ul style="list-style-type: none"> • Engage complexity 	<ul style="list-style-type: none"> • Filter problem solving through both self-interest and the needs of others 	<ul style="list-style-type: none"> • Empathize with others • Privilege fairness for all
Literature	<ul style="list-style-type: none"> • Interrogate multiple worlds 	<ul style="list-style-type: none"> • Examine multiple points of view 	<ul style="list-style-type: none"> • Wrestle with multiple overlapping identities 	<ul style="list-style-type: none"> • Use ethical principles to drive decision making
Mathematics	<ul style="list-style-type: none"> • Use of mathematical data and modeling 	<ul style="list-style-type: none"> • Weigh evidence • Examine warrants 	<ul style="list-style-type: none"> • Lifelong research to expand knowledge 	
Science	<ul style="list-style-type: none"> • Understand processes underlying natural world 	<ul style="list-style-type: none"> • Critically examine point of view and authenticity of sources 	<ul style="list-style-type: none"> • Examine ego-focused goals • Resist stereotypes and homogenizing others 	
History	<ul style="list-style-type: none"> • Understand geographical, historical, economic, and political processes and forces • Understand democratic values 			

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Structure of Argumentation

Part 3

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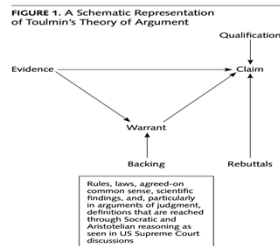
Structure of Argument Toulmin Model

- Claims
 - Sophisticated claims often include qualifiers
- Evidence
 - Generic
 - Discipline specific - CCCS
- Warrants
 - Explains how evidence supports claims
 - May include appeals to knowledge, values, logic, or principles
- Backing
 - Reasons to believe the warrants
- Counter Arguments
 - Anticipating what others might say against a claim
- Nested Arguments
 - Includes sub-claims that must be accepted in order to accept the larger claim

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Hillocks' Types of Arguments

- Arguments of fact
- Arguments of judgment
- Arguments of policy



G. Hillocks, Oct. 2009. Based on Stephen Toulmin, *The Uses of Argument*, Cambridge: Cambridge UP, 1958.

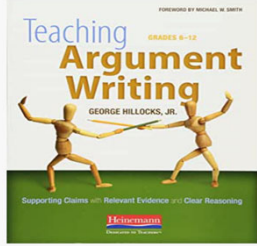
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Strategies for Teaching the Logic of Argumentation

Part 4

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Pedagogical Model




- George's Students
 - Carol Lee
 - Peter Smagorinsky
 - Michael Smith
 - Thomas McCann
 - Sarah Levine

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Arguments of Fact - Hillocks, 2011

- Queenie, who met them at the door and said, "Something terrible happened. Arthur slipped and fell on the stairs. He was coming down for another drink—he still had the glass in his hand—and I think he's dead. Oh, my God—what shall I do?"



At five-foot-six and a hundred and ten pounds, Queen Volupides was a sight to behold and to clasp. When she tore out of the house after a tiff with her husband Arthur, she went to the country club where there was a party going on.

She left the club shortly before one in the morning and invited a few friends to follow her home and have one more drink. They got to the Volupides house about ten minutes after Queenie, who met them at the door and said, "something terrible has happened. Arthur slipped and fell on the stairs. He was coming down for another drink—he still had the glass in his hand—and I think he's dead. Oh, my God—what shall I do?"

The autopsy conducted later concluded that Arthur had died from a wound on the head and confirmed that he'd been drunk.

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Analysis -

Your group is an investigative team that must determine what may have happened. You can either agree or disagree with Queenie's version.

1. Do you think Queenie is telling the truth?
2. Find all the evidence you can that indicates whether or not Queenie is telling the truth. Make a list of all the evidence. Evidence includes concrete, observable information; personal testimony; written documents; and material objects and their condition or appearance.
3. Next explain how each piece of evidence supports your claim that Queenie is or is not telling the truth. Each explanation will be a generally accepted rule, which may begin with a phrase such as, "As a rule. . ." If other members of your team disagree with you, find evidence that will convince them.
4. Be prepared to explain why your evidence supports your case. Eventually you will write a report to convince the others in the class that your analysis makes the most sense.

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Arguments of Judgement

- This picture is a late Eighteenth Century etching by John Gillray of The Prince of Wales who would become George IV of England.
- The *Oxford English Dictionary* defines *voluptuary* as one who is addicted to sensuous pleasures; one who is given up to indulgence in luxury or the gratification of the senses.
- chamber that he might be using it as what was called a vomitorium. From Roman and medieval times, vomitoria were used at feasts with perhaps 15 courses or more for the purpose of making room for more food after ingesting three or four courses.
- the crossed knife and fork on a plate, suggesting a coat of arms; the pieces of paper under the chamber pot indicating bills from a doctor, a butcher, and a poulterer, all unpaid; a little book on the floor in front of the Prince marked "Debts of Honour" that in the 18th Century referred to gambling debts.
- the small vials on the shelf to the Prince's left include "Drips for stinking breath" (the small vial with the tag attached), medicines for indigestion, and well known 18th Century quack remedies for venereal diseases.

What details does Gillray use to portray the Prince as a Voluptuary? Since the Prince of Wales is the person in line to become King of England, if Gillray is right, is this man fit to be king? What characteristics are necessary or important in a good king?

Arguments of Judgement – Setting Criteria

Strategies for identifying criteria for construct of interest

- Create scenarios, cases, surveys that embody contrastive criteria – possibility there may be categories of the construct
- **Courageous Action**
 - There is a fire in the building
 - Joe Blow walking down the street sees the fire and goes into the building to save Mrs. Jones inside
 - Mrs. Jones calls the fire department and fireman Joe Smith goes into the building and saves Mrs. Jones inside.

Courageous Action



Resources for Designing Cases



Explorations
Introductory Activities for
Literature and Composition,
7-12
Peter Smagorinsky
Tom McCann
Stephen Kern



Designing and Sequencing
Prewriting Activities

Lerry R. Johnson
Elizabeth A. Kahn
Carolyn Garbow Waller



Strategies for teaching

Part 5

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Addressing Our Joint Civic Challenges

- How do we create learning opportunities to safely take up issues of identity that influence our perceptions of others who we perceive as different?
- How do our young people come to be able to examine the complex political tensions within our societies currently and historically, as well as those in a larger world context that influence our individual and collective sense of safety and well-being?
- How do we design instruction in ways to draw upon repertoires that our students from diverse backgrounds bring to learning ideas and ways of reasoning?
- How do we address inequities in educational outcomes between our majority and minority populations, with regard to ethnicity and class?

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Literacy Instruction



Knowledge

Epistemology

Dispositions

- Democratic Principles
- Questioning
- Multiple Points of View
- Listening to Others

Ethics

Selection of texts

How to read

Love of reading

Argumentation

Rhetoric

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Principles for Practice

- Engage students in problem solving processes that entail complexity. For complex and contested topics, design instruction that invites students to wrestle with the multiple contextual factors at play (historical, political, economic, cultural, geographical), and the values at play in informing different perspectives on the questions. Attend to the ethical dimensions of the problem (e.g. the self & others).
- Support a system of routine practices that build a sense of self-efficacy around the demands of problem solving, making reasoning strategies - conceptual and procedural - explicit; and provide feedback as students are actively engaged in the practices
- Create a classroom climate and school culture in which differences in points of view are valued and supported.
- Create learning opportunities for teachers to learn about the cultural communities in which students routinely participate, for the purpose of conceptualizing how to recruit routine cultural repertoires in service of the learning targets:
 - Belief systems
 - Kinship networks
 - Language practices

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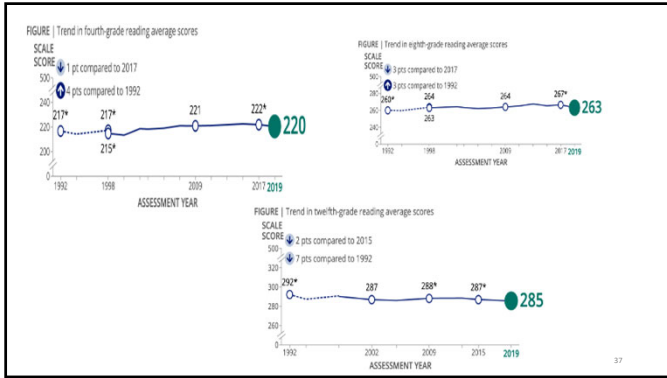
Pedagogical Challenges

- Organizing text sets to support argumentation
 - Texts with sufficient complementarity
 - Common theme
 - Common problem
 - Texts that offer
 - Differing points of view
 - Different sources of evidence
 - Different warrantable interpretations
 - Representations of student understandings
 - Oral and written
 - Close reading of individual texts
 - Organizing sources of similarity and difference across texts
 - Structuring the argument

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Source of complexity	Dimensions to consider
General readability	
Length	
Sentential Structure/Syntax	<ul style="list-style-type: none"> Level of simple, compound, complex, compound-complex, active versus passive structures
Vocabulary	<ul style="list-style-type: none"> Tier 1, 2, 3 Roots Affixes Specialized or disciplinary Figurative
Markers of cohesion	<ul style="list-style-type: none"> Role of pronouns Connectors Vocabulary replicating major ideas or characters Role of synonyms
Text structure	<ul style="list-style-type: none"> Single Multiple Markers explicit Markers to be inferred Identify text structure (s) Graphic organizers Literature: Rules of notice
Density of propositions/ideas	<ul style="list-style-type: none"> # Main ideas # Sub claims # Details to support main ideas # Details to support sub claims Repetitions vs single mentions or references that are important to the overall argument
Conceptual load	<ul style="list-style-type: none"> To what extent are concepts made explicit vs needing to be inferred
Prior knowledge assumed/required	<ul style="list-style-type: none"> Students have the required prior knowledge Prior knowledge must be built before reading

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Context Matters

- Means of TRIPOD variables for each Year

Year	Two	Three	Four
Capitalize	3.82	3.28	3.31
Care	3.70	3.35	3.30
Challenging	4.01	3.54	3.65
Clarity	3.94	3.43	3.49
Confer	3.69	3.34	3.34
Consolidate	3.88	3.43	3.54
Good Behavior Control	3.61	3.37	3.40
Sample Size (N)	151	114	83

Perceptions Matter

Table 4. Correlations between Reading Comprehension and Writing scores with Dweck's Theories of Intelligence Scale.

	Literature Comprehension	Writing Skills
1. Belief in intelligence being fixed	-.07	-.35
2. Belief in intelligence being malleable	.24	.36

Note: N = 23

Table 3. Correlations between Reading Comprehension and Writing scores with Coping Subscales of the Brief COPE.

	Literature Comprehension	Writing Skills
1. Active Coping	.69*	.51*
2. Seeking Help From Others Coping	.30	.59**
3. Avoidance Coping	-.36	-.28

Note: N = 25

Table 2. Correlations between Reading Comprehension and Writing scores with Personal and Racial Identity Subscales.

	Literature Comprehension	Writing Skills
1. Hare Self-Esteem/Block Ego-Resiliency	.16	.58**
2. Crocker Collective Self-esteem		
Membership Self-esteem	.20	.24
Private Collective Self-esteem	.17	.26
3. Cross Racial Identity Scale		
Self-harred	-.15	-.38
Miseducation	.40*	.23
Anti-white	-.10	-.45*
Afrocentric	.19	.17
Multicultural	.31	.19
4. Sells's Oppressed Minority	.23	.62
5. Stevenson's Cultural and Racial Experiences of Socialization - Youth Agreement		
Positive Affirmations	.28	.40
Coping with Race-based Issues	.30	.28
Protection	.28	.15
Racism	-.22	-.52**
Beliefs in Negative Stereotypes	-.37	-.50*

Note: N = 25

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Case – History/Social Studies

Part 6

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Discipline Specific Heuristics

- Historical heuristics
 - Sourcing
 - Contextualization
 - Corroboration
- Literary Heuristics
 - Problems of figuration (symbolism, irony, satire)
 - Problems of narration (point of view and reliability)
 - Archetypal themes

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READING LIKE A HISTORIAN			
Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> What is the author's point of view? Why was it written? When was it written? Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> Identify author's position on historical event Identify and evaluate author's purpose in producing document Predict what author will say BEFORE reading document Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose. 	<p>This author probably believes... I think the audience is... Based on the sourcing information, I predict this author will... I don't trust this document because...</p>
Contextualization	<ul style="list-style-type: none"> What else was going on at the time this was written? What was it like to be alive at this time? What things were different back then? What things were the same? 	<ul style="list-style-type: none"> Use context/background information to draw more meaning from document Infer historical context from document(s) Recognize that document reflects one moment in changing past Understand that words must be understood in a larger context 	<p>I already know that _____ is happening at this time... From this document I would guess that people at this time were feeling... This document might not give me the whole picture because...</p>
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use to support those claims? How is this document making me feel? What words or phrases does the author use to convince me that he/she is right? What information does the author repeat over? 	<ul style="list-style-type: none"> Identify author's claims about event Evaluate evidence/reasoning author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel... The author is trying to convince me... (by using/saying...)</p>
Corroboration	<ul style="list-style-type: none"> What do other pieces of evidence say? Am I finding different versions of the story? Why or why not? What pieces of evidence are most trustworthy? 	<ul style="list-style-type: none"> Establish what is true by comparing documents to each other Recognize disparities between two accounts 	<p>This author agrees/ disagrees with... This document was written earlier/later than the other, so...</p>

Russian Supported Ads

Abraham Lincoln, the Civil War and the Emancipation of Enslaved Africans

- Why an important case?
 - Addresses an important set of issues in our history
 - Addresses issues currently under contestation in the broader public
 - Invites analyses of complex issues at stake, historically and currently
 - Helps us wrestle with complexity of public political actors
- Criteria for a consequential question
 - Not a single right or wrong answer
 - Entails not only matters of fact, but requires establishing criteria for judgements
- Question
 - Is Lincoln a racist – implies single right or wrong question
 - What contested issues were at play in the evolution of the Emancipation Proclamation?

Literary reasoning as resource for civic reasoning

Teachable Skills
Part 6

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Narrative SenseMaking

- Disposition to make sense of experience in the world through narratives from our evolutionary history
- Ubiquitous nature of story grammar
- Memory retrieval through narrative
- Affordances of literature
 - Conundrums of human condition
 - Archetypal themes and character types

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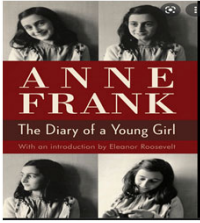
Literature As a Tool For Examining The Self And the Other

Underlying challenges in the field of reading comprehension

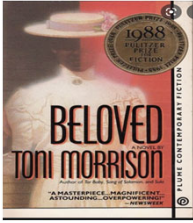
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Literature and Narrative as Windows into Wrestling with Human Conundrums – Stepping Inside the Other

Diary of Anne Frank



BeLoved



Classic Films and Literary Texts that Invite Civic Debate


- Black Panther
- The Darkest Hour
- Schindler's List
- Selma
- Lincoln
- Cold Mountain
- Monster's Ball

- Black Boy by Richard Wright
 - The human toll of wrestling with racism and poverty
- The Grapes of Wrath by John Steinbeck
 - The human possibilities of resilience in the midst of abject poverty
- The Bluest Eye by Toni Morrison
 - Institutional and social practices of exclusion on their impact
 - Wrestling with the social underpinnings of acts of evil
- Crime and Punishment by Fyodor Dostoevsky
 - The psychological conundrums of engaging in acts of evil
- Macbeth by William Shakespeare
 - The downside of unbridled power
- BeLoved by Toni Morrison
 - Resilience in the face of trauma
 - Humanizing interrogation of the experience of Holocaust

Opportunities in the Public Arena: Film

- Irony in the anti-hero's name – Liberty Valence
 - The value of liberty in tension with the needs of a civil society
- The symbolic significance of the literacy class initiated in the small town by Ransie Stoddard
 - The history of the evolution of public education for the working class and poor and its opportunity – as was the focus of the literacy class in the small town of Stribose – to help citizens learn the inner workings and procedural opportunities of taking part in civil debate
- The symbolism of the Black man who worked for Tom Doniphon
 - In the historic context of westward expansion the dual presence of the enslaved and free men and women
 - While Pompey was not enslaved, he was the protector of Tom Doniphon
- The irony of the Black man being named Pompey
 - Pompey the Great, the military and political leader of Rome who died in Egypt (e.g. Egypt associated with great African civilization) as his name, versus his actual political status, but possibly symbolic of his possibilities
 - Some argue that when we see Pompey later in life after Tom has died, the character is dressed looking much like the stereotypical Uncle Remus character.
- The irony of the Black man during the literacy class not remembering the second half of the opening of the Declaration of Independence (e.g. "enjoyed by their Creator with the unalienable rights of life, liberty and the pursuit of happiness")
 - Pompey stands during the class being taught by lawyer Ransie Stoddard reciting the opening of the Declaration of Independence.
 - His inability to remember the part that is most relevant to his political stance may signal his real political position (e.g. the words he can't remember)
- The power of myth in political life
- The unmarked presence of what are likely intended to be Mexicans in the small town
- The vulnerabilities of the lawyer as lawyer in an evolving wild West
- The significance of the region's political battles over statehood
 - Paralleling in many ways the political battles over the bounds of statehood from the beginning of the country through the Civil War through 1962 when the firm was made
- The conflicting symbols of manhood

The Man Who Shot Liberty Valence



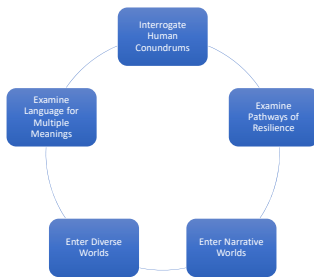
More Images

Discipline Specific Heuristics

- Historical heuristics
 - Sourcing
 - Contextualization
 - Corroboration
- Literary Heuristics
 - Problems of figuration (symbolism, irony, satire)
 - Problems of narration (point of view and reliability)
 - Archetypal themes

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Affordances of Literature

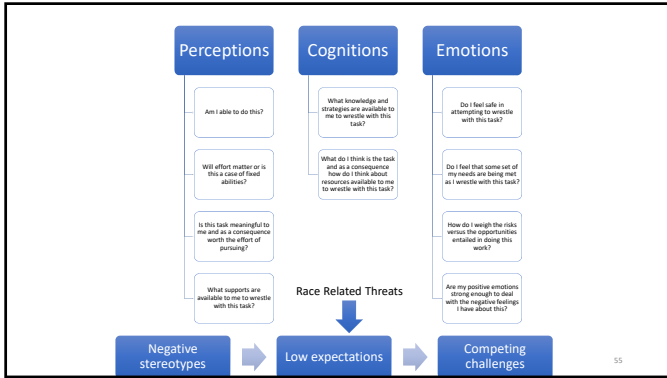


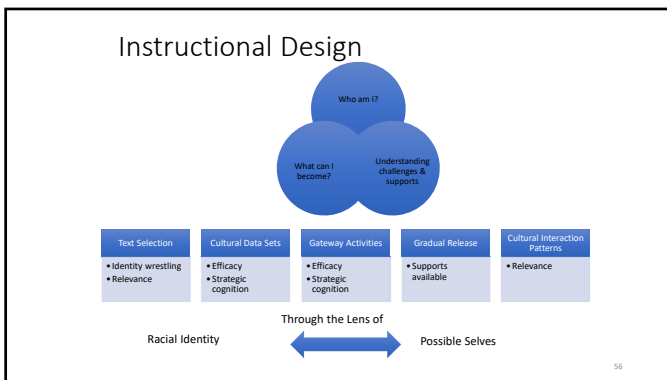
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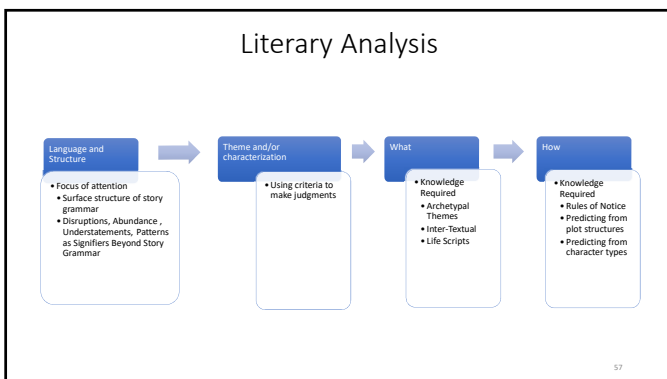
Foci of Cultural Modeling Framework

- What is worth knowing and what kinds of knowledge in a discipline allows a person to do the most (i.e. generativity)
- Participation structures that open up and invite opportunities for talk and engagement
 - African American Vernacular English discourse norms involving multi-party overlapping talk
- Instructional discourse that focuses on disciplinary forms of argumentation and on helping students to make public how they reason, rather than just what are their positions
- Responsivity to developmental needs (i.e. choosing literature that will help students grapple with social issues that can make a difference in their abilities to cope with adversity)
- Scaffold essential concepts, strategies and heuristics, requisite prior knowledge to tackle the challenges and opportunities of engaging complex canonical works of literature
 - Cultural data sets drawn from students' everyday knowledge and experiences

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Rules of Notice

Adapted from Rabinowitz

<p>Interpretive Problems</p> <ul style="list-style-type: none"> • Add to the literal <ul style="list-style-type: none"> • Symbolism • Reject the literal <ul style="list-style-type: none"> • Satire • Irony • Unreliable narration 	<p>Text Features - Rabinowitz</p> <ul style="list-style-type: none"> • Privileged position • Repetition • Exaggeration • Understatement • Dense description • Anomaly • Figuration • Parallelism • Contrast • Allusion • Dialogue • Typography
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Close Reading: Literary Texts

- Using story grammar
 - Setting/ Characters and their internal states/ Actions – sequence and relationships/ Coda
- Detecting structure of typical genres
 - Types of characters (e.g. trickster, detective, tragic hero)
 - Types of stories (e.g. mystery, western, romance, magical realism, coming of age, etc.)
- Rules of notice
 - Prominent positions
 - Repetition
 - Disruptions
 - Figurative language
- Application
 - Graphic organizers appropriate to literary structures
 - Comprehension questions focusing on
 - Story grammar – stated and implied
 - Author’s generalizations (see Hillocks)
 - Structural generalizations (see Hillocks)

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Oral Discourse – Damballah – John Edgar Wideman

He watched the clear water race and ripple and pucker. Where the sun cut through the pine trees and slanted into the water he could see the bottom, see black stones, speckled stones, shining stones whose light came from within. Above a stump at the far edge of the river, clouds of insects hovered. The water was darker there, slower, appeared to stand in deep pools where tangles of root, bush and weed hung over the bank. Orion thought of the eldest priest chalking a design on the floor of the sacred *òbi*. Drawing the watery door no living hands could push open, the crossroads where the spirits passed between worlds. His skin was becoming like that in-between place the priest scratched in the dust. When he walked the cane rows and dirt paths of the plantation he could feel the air of this strange land wearing out his skin, rubbing it thinner and thinner until one day his skin would not be thick enough to separate what was inside from everything outside. Some days his skin whispered he was dying. But he was not afraid. The voices and faces of his fathers bursting through would not drown him. They would sweep him away, carry him home again.

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Essential Challenges

- Who is Orion? Who is Ryan?
- Who is the boy?
- As the reader moves from section to section (Wideman creates wide physical spaces in the layout of the text between major sections), who is talking and whose perspective is being represented?
- Why is the story called Damballah?
- What is the meaning of the multifold rich descriptions and metaphors across the text?

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Student Generated Questions About Sections 1 and 2 of "Damballah"

1. What is important about this story?
2. Is Ryan the guy Orion was talking about?
3. What is so important about the woman cooking the beans in the pot?
4. Was Damballah a former slave
5. Who is Orion and where is he?
6. Do they originate from Africa?
7. Does Damballah have friends alive in Africa with him?
8. What does the saying "some days his skin whispered he was dying" mean? Is his skin talking to him?

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Transcript Excerpts	Analysis of Emergent Understandings
63. Male student: Orion is a -- we assume is a slave, who may have experienced rebirth.	63. Powerful emergent understanding assertion -- the archetypal theme of rebirth .
65. Student: Because in the story it said, "If the whites had not stolen him, he would have learned the fishing magic." And then it says right here, "The white people who decided to kill him." So that's why we believe he was reborn, and why we think he's a slave.	65. Evidence: Student provides textual evidence. But also introduces Conceptual Opportunity: Understanding foreshadowing . The student attends to salient detail "the white people who decided to kill him" but assumes it applies to the present action in the story, namely Orion bathing in the river, rather than foreshadowing Orion's death that will come at the end of the story.
66. [00:18:33]Tamika: Okay, we think he's a slave because there was some type of ownership over him?	66. Missed Opportunity : Teacher takes up the more literal detail -- evidence that Orion is a slave, but misses/does not take up the assertion about re-birth.
81. Female student: Are they talking about Orion, or are they talking about Damballah? For who is this reading? Who's telling the story? That's a bigger question.	81. Emergent Understanding: Point of view
82. [00:20:19]Tamika: Who's telling the story? So first and foremost, whose perspective is this story being told from?	82. Teacher Revoicing : Introduces a new literary term, whose perspective is this story being told from? Missed Opportunity : Who is telling the story and from whose perspective the story is being told are not necessarily the same construct.
97. Tamika: Orion. So we know that the first paragraph is all about him. And then, when we get to Page 18, that last paragraph, who is the narrator now speaking about?	97. Teacher Scaffolding and Missed Opportunity : Teacher points to another shift in who is being addressed by the narration.
98. Female student: the boy.	99. Missed Opportunity: Emergent Understanding -- Parallel between characters . Student connects the boy as "somebody like Orion."
99. Male student: somebody like Orion.	
100. Female student: They don't say about Orion though.	

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Archetypal Themes of Re-birth and Power of Memory

The text

The boy wiped his wet hands on his knees and drew the cross and said the word and settled down and listened to Orion tell the stories again. Orion talked and he listened and couldn't stop listening till he saw Orion's eyes rise up through the back of the severed skull and lips rise up through the skull and the wings of the ghost measure out the rhythm of one last word. Late afternoon and the river slept dark at its edges like it did in the mornings. The boy threw the head as far as he could and he knew the fish would hear it and swim to it and welcome it. He knew they had been waiting. He knew the ripples would touch him when he entered.

Big Ideas

- Orion embodies
 - the collective remembrance of the power of relations with the ancestors
 - the spiritual connections between ancestors and the living
 - the sustenance of African belief systems as a source of resilience and resistance to enslavement
 - the theme of re-birth as symbolic of transformation

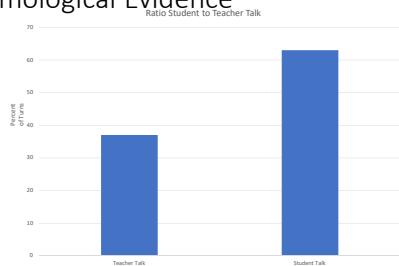
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Student's Thematic Abstraction

She basically said what I wanted to say. Damballah is -- I'll just kind of repeat what Kiera said. She said what I wanted to say. Damballah is about trying to hold onto a part of you without letting slavery take all of you. And I think particularly the part where, in Section, maybe Six, where the mistress screamed out of fear when the spirit of Ryan was coming out of him, I think that was symbolizing the fact that part of him, like the old him, was leaving him. And the enslaved, the worn-out, tired Ryan was the only thing left of him. I think that's what it symbolized. That's basically like Kiera says, that's basically what the story is about.

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Distribution of Talk Epistemological Evidence



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Positive Coping Matters

Table 3. Correlations between Reading Comprehension and Writing scores with Coping Subscales of the Brief COPE.

	Literature Comprehension	Writing Skills
1. Active Coping	.49*	.51*
2. Seeking Help From Others Coping	.30	.59**
3. Avoidance Coping	-.06	-.28

Note: N = 25

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Pedagogical Challenges

- Organizing text sets to support argumentation
 - Texts with sufficient complementarity
 - Common theme
 - Common problem
 - Texts that offer
 - Differing points of view
 - Different sources of evidence
 - Different warrantable interpretations
 - Representations of student understandings
 - Oral and written
 - Close reading of individual texts
 - Organizing sources of similarity and difference across texts
 - Structuring the argument

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Theme – (1) Loss of Innocence (2) Meanings of Traditions

- Case 1
 - Flowers by Alice Walker
 - Linoleum Roses from the House on Mango Street by Sandra Cisneros
 - Opening from The Bluest Eye by Toni Morrison
- Case 2
 - Waiting Between the Trees from House on Mango Street by Sandra Cisneros
 - Everyday Use by Alice Walker

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Tools for Teaching Strategies to Guide Reasoning and Writing

- Noticing the Unusual
- Mr. BICEPS
- Templates for Topic Sentences
- Affect Heuristics
- Transition Language
- Sentence starters for thematic statements

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Resources

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