

Bridging Reading and Writing through C3 Inquiry

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Abstract:

In seeking a disciplinary literacy model that would enable students to express well-developed perspectives and argue contrasting views with the sound use of evidence, we developed a student-driven model that emphasized historical investigation, offered substance, and scaffolded reading and writing. To support our project, we created easy-to-use primary and secondary source text collection.

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Article:

*****Note: Full text of article below**

Bridging Reading and Writing through C3 Inquiry

Tina L. Heafner, Aaron Zimmerman, Nicholas Triplett, and Wayne Journell

In seeking a disciplinary literacy model that would enable students to express well-developed perspectives and argue contrasting views with the sound use of evidence, we developed a student-driven model that emphasized historical investigation, offered substance, and scaffolded reading and writing. To support our project, we created easy-to-use primary and secondary source text collection.

The curricular application focuses on American Imperialism. The primary and secondary source text collection is compatible with both 8th grade and high school social studies. The teacher needs to provide significant scaffolding and structuring. We chose American Imperialism in particular because the “freedom narrative” of peoples who sought freedom from this imperialism generally gets glossed over or gets told through a very pro-American lens.¹ We established a compelling question to set the tone for the inquiry and engage student interest: “How was American Imperialism justified in the Philippines?” Supporting questions included: “What were the arguments for and against American Imperialism?” and “How was the concept of freedom used by both sides of this conflict? How could both sides be fighting for freedom?” The latter question helped students reconsider the subjectivity of the concept of freedom and led to evidence that could address the freedom narrative.

The investigation begins with a first order primary source that captures the overall themes of the unit and sets the tone for the investigation. The first order source should establish a point of view, one that will be supported and refuted by

subsequent sources. We chose Senator Albert Beveridge’s *Speech on American Imperialism* given to Congress, which expressed why he felt the United States should maintain its presence in the Philippines (See p. 346). We modified the speech to make it accessible to all our middle school readers. Beveridge’s speech hits on all the different pro-imperialism themes like ethnocentrism, manifest destiny, and the economic opportunities of expansionism. The speech offers a provocative view of American Imperialism, while also reflecting the views of most pro-Imperialist Americans. As a “before” reading strategy, students wrote predictions of what they thought Beveridge would say based on the sourcing and introductory information. Then, as students read the text, they highlighted and underlined evidence that supported or refuted their predictions. In addition, they read the text closely to identify reasons why Beveridge felt America should hold the Philippines, while also marking the text for evidence of Beveridge’s statements that implied American superiority. After completing the text, the “after” reading task prompted students to summarize Beveridge’s thoughts on the Philippines and Filipinos in at least three sentences. Students indicated their

reactions, compared what Beveridge stated to what they had predicted, and then discussed the significance of such a speech coming from a U.S. senator.

The second order primary and secondary sources were selected both to support and contrast the theme of the original primary source. The eight second order sources both supported Philippine occupation and also offered oppositional perspectives. The four pro-occupation sources included two religious fueled sources, one source to show American public policy at the time, and one source suggesting the influence of literature on American views. The four sources opposing Philippine occupation included three Filipino perspectives, and one American. Two sources from Emilio Aguinaldo were chosen because the audience for each source was completely different, and students can observe how this affects his tone and method of articulation (see page 346 for one of these sources). A speech by William Jennings Bryan (not included here) was selected to portray Americans who were opposed to these actions. More complex texts were modified and scaffolded with reading comprehension techniques to ensure student understanding. Additional sources that could be included for academically or intellectually gifted or high school students would be the *Anti-Imperialist League Platform*, Mark Twain’s *Comments on the Moro Massacre*, the *1896 Republican Party Platform*, and excerpts

from Alfred Mahan's *The Influence of Sea Power upon History*.

Primary and Secondary Source

Text Collection

First Order Source

Senator Albert Beveridge's *Speech on American Imperialism* given to Congress

Second Order Sources

Pro-occupation

President McKinley's *Speech to a Methodist Church Group*

Excerpts from Reverend Josiah Strong's book *Our Country*

General Merritt's *Proclamation of the Occupation of Manila*

Rudyard Kipling's famous poem *White Man's Burden*

Anti-occupation

Emilio Aguinaldo has two separate

sources that are utilized, one being his overall Manifesto, and the other being his *Letter to the American People*.

Pedro Paterno's *Proclamation of War*.

William Jennings Bryan's *Speech against Imperialism*

Third Order Sources

Political cartoons from various magazines: *Puck Magazine*, *Judge Magazine*, the *New York Journal*, and *Life Magazine*.

Political cartoon titles: "The Filipino's First Bath"; "Smashed!"; "School Begins"; "Kill Every One Over Ten"; "The Harvest in the Philippines."

See p. 348 for the list of references and urls for the above sources.

Scaffolding the second order primary and secondary sources was especially important as the overall volume of text can be overwhelming. The "before" reading scaffolding included heterogeneously breaking students into partners or small groups and clarifying to each group whether they were analyzing pro- or anti-Filipino occupation sources. While this step sounds simple, it is critical that students know what kind of sources they will be analyzing, especially since text structure offers clues for how to read.² For the "during" reading activity, the students completed a guiding flow chart that had them analyze who, what, where, when, why, and how for each source.³ Afterwards, student groups completed a jigsaw activity to share their findings. The next activity asked students to create a compare-and-contrast chart that juxtaposed the arguments for and against Filipino occupation.

The third order primary sources took the themes that students identified in the first two cycles of analysis and offered the opportunity for content enrichment and historical empathy.⁴ We chose political cartoons that were taken from *Puck Magazine*, *Judge Magazine*, the *New York Journal*, and *Life Magazine*. The cartoons depicted a wide array of views on the American presence in the Philippines. The scaffolding for this segment again involved "before," "during,"

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and “after” structured assignments. As a before activity, we reviewed the purpose and attributes of political cartoons (e.g., juxtaposition, symbolism, caricature, etc.). In the “during” analysis, students completed an inventory checklist which asked them to identify cartoon elements as well as overall themes and viewpoints of the cartoon (visual symbols/metaphors; visual distortion; irony in words/images; stereotypes and caricatures).

The “after” analysis activity included debriefing and discussion with at least one partner. Conversations were guided by these questions:

1. Summarize in a few sentences the point that each of the cartoons was trying to make.
2. What do you think would have been the impact of seeing these cartoons during these time periods? How might they have affected people’s feelings about the issue? Would people have responded the same? What might have been conflicting points of view?
3. What is the significance in the way that the caricatures of the Philippines are represented in the first three cartoons? What about the way in which Uncle Sam is used as a caricature in the third, and final cartoon?

After students had finished talking together, they completed a compare/contrast organizer of arguments in favor and against Philippine occupation. Then as a whole class we discussed together the compelling and supporting questions and used evidence to support answers. At this point, students had gathered enough evidence to form well-articulated interpretations. The next step required students to formalize conclusions through writing (Dimension 4 of the C3 Framework).

From Reading to Writing

For the writing application, we asked students to produce a multi-paragraph persuasive speech supporting or opposing American intervention in the Philippines that drew on at least three sources with clearly articulated evidence. Students were required to use at least one source from those included in the primary source kit and at least one outside source. The third source could be selected from either. Paragraph one was intended to explain the history of American imperialism in the Philippines so that the reader could establish a point of view within the context of time and place. Paragraph two explained the argument (for or against the American action) through the use of evidence. A third paragraph summarized and concluded the argument.

Scaffolding for Arguments, Sources, and Evidence

Instructors drew upon previous classwork from the source kit to draw student attention to how sources could be used to support arguments. For the required outside source, a simple Internet search for “American imperialism in the Philippines” was the starting point. Instructors are advised to monitor web source selection and to address issues on the limitations of web sources either individually or as a class. During the source selection phase, instructors can lead a discussion on sources, evidence, and citations with questions like: *When you want to convince someone that your point of view is correct, how do you do that? In a spoken debate? In written arguments?* Here, instructors may use examples to emphasize the specific ways that evidence supports argument in variety of social arenas, eventually steering the discussion to social studies. The idea is to get writers thinking about the credibility of sources. Are “I think” or “In my opinion...” statements enough? Are they convincing enough? Why?

Smithsonian American Art Museum



What can we find in this picture?

- a. An idealized woman
- b. A critique of immigration
- c. Evidence of global cultural exchange
- d. All of the above

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Childe Hassam, *Tanagra (The Builders, New York)*, 1918. Smithsonian American Art Museum, Gift of John Gellatly.

Scaffolding Writing

Primary Source Examples

Excerpt

In Support of an American Empire

Albert J. Beveridge

January 09, 1900

MR. PRESIDENT, the times call for candor. The Philippines are ours forever, "territory belonging to the United States," as the Constitution calls them. And just beyond the Philippines are China's illimitable markets. We will not retreat from either. We will not repudiate our duty in the archipelago. We will not abandon our opportunity in the Orient. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world. And we will move forward to our work, not howling out regrets like slaves whipped to their burdens but with gratitude for a task worthy of our strength and thanksgiving to Almighty God that He has marked us as His chosen people, henceforth to lead in the regeneration of the world. ...

<http://teachingamericanhistory.org/library/document/in-support-of-an-american-empire/>

Emilio Aguinaldo's Letter to the American People

June 1900.

God Almighty knows how unjust is the war which the Imperial arms have provoked and are maintaining against our unfortunate country! If the honest American patriots could understand the sad truth of this declaration, we are sure they would, without the least delay, stop this unspeakable horror.

When we protested against this iniquitous ingratitude, then the guns of the United States were turned upon us; we were denounced as traitors and rebels; you destroyed the homes to which you had been welcomed as honored guests, killing thousands of those who had been your allies, mutilating our old men, our women and our children, and watering with blood and strewing with ruins the beautiful soil of our Fatherland.

... the Spanish government, whose despotic cruelty American Imperialism now imitates, and in some respects surpasses, denied to us many of the liberties which you were already enjoying when, under pretext of oppression, you revolted against British domination.

Why do the Imperialists wish to subjugate us? What do they intend to do with us? Do they expect us to surrender—to yield our inalienable rights, our homes, our properties, our lives, our

STUDENT EXAMPLES

Section 2: Claims Sources for Your Argument			
Source (at least 3) for your argument. Go back to your readings and seek other texts to find evidence to back your claims.	How credible is this source? Why is this source believable and/or convincing?	What evidence from this source will support your argument?	Sentence starter(s)
① Emilio Aguinaldo Letter to the American People	He is an important leader in the Philippines	He talks about how war kills people and ruins their country	Emilio Aguinaldo was the first president of the Philippines, he said
② William Jennings Bryant anti imperialism speech in Indiana	He is an American against imperialism in the Philippines	He talks about how the Philippines wants freedom like America wanted freedom from England	William Jennings Bryant stated...
③ New World Encyclopedia article on Philippine-American	This is an encyclopedia for research	They talk about how the Philippines declared independence in 1898. But Americans	According to the New World Encyclopedia...

Section 3: Counter Claims Sources for an Opposing Argument			
What was the most convincing argument for the other side?	What evidence supported the argument you chose?	Why was the argument convincing?	How might you respond to the other side's argument in a convincing way in your paper?
how American spread democracy to the Philippines	Josiah Strong speech Our Country. Its possible future and its present crisis	It says that America is helping the Philippines have liberty and get better like the USA	The Philippines don't think that America is bringing liberty. They think America will bring war and destruction

future destinies, to the absolute control of the United States? What would you do with our nine millions of people? Would you permit us to take part in your elections? Would you concede to us the privilege of sending Senators and Representatives to your Congress? Would you allow us to erect one or more federal states? Or, would you tax us without representation? Would you change your tariff laws so as to admit our products free of duty and in competition with the products of our own soil?

Source: https://www.learner.org/courses/amerhistory/resource_archive/resource.php?unitChoice=16&ThemeNum=1&resourceType=2&resourceID=10144

At this point, instructors can point out examples from a review of the reading exercises that distinguish fact (e.g., what evidence is right there in the text) from opinion (e.g., what inferences are derived from texts). To scaffold the use of sources and evidence, students were given an Evidence Organizer (see Table 1), which allowed students to select and record their chosen sources and give reasons why those sources are believable and/or convincing. The evidence organizer also included an area to record sentence starters, or ways to write about evidence from various sources (i.e. *According to...*, *Senator Beveridge stated...*). This section of the evidence organizer was completed in class. Depending on the reading skills of students, this exercise could also begin in class and be completed at home. We recommend follow-up through small group or paired discussion to validate and affirm evidence.

The C3 Framework and the Common Core also expect that students will be able to use text-based evidence when speaking (e.g., Dimension 4, Communicating Conclusions). Verbal literacy skill development is nurtured through structured small group dialogue. Section 3 of the evidence organizer enabled students to consider some counter arguments. With sections one and two complete, students were asked to form dyads (or small groups, if necessary) that included opinions both for and against. Students began by sharing the sources and ideas from their evidence organizer with classmates. The idea was for writers to listen to the arguments from the other side, to think about whether they were convincing, and how they might respond to the other side's claims. If a student finds that his/her opinion is no longer correct in the face of available evidence, teachers should encourage changing opinions. When conflicts do not emerge, then students use the activity to strengthen their arguments. In Section 3 of the evidence organizer, students are asked to record the most convincing argument from the other side, explain why it is convincing, and to consider how they might address the

Table 1. American Imperialism in the Philippines Evidence Organizer

Section 1: Construct an Explanation			
Define Your Argument			
To support or not to support American action in the Philippines (circle one)	Give three supporting details as evidence for your argument.	What are the strengths of your supporting details?	What are the weaknesses of your supporting details?
Section 2: Claims			
Sources for Your Argument			
Source (at least 3) for your argument. Go back to your readings and seek other texts to find evidence to back your claims.	How credible is this source? Why is this source believable and/or convincing?	What evidence from this source will support your argument?	Sentence starter(s)
Section 3: Counter Claims			
Sources for an Opposing Argument			
What was the most convincing argument for the other side?	What evidence supported the argument you chose?	Why was the argument convincing?	How might you respond to the other side's argument in a convincing way in your paper?
Section 4: Communicating Conclusions			
Summarize Argument and Critique			
Restate your argument in a single sentence. Share your thoughts.	Summarize your evidence. Clearly describe your evidence by taking into consideration counterclaims.	Based on this evidence is your stance defensible? Why or why not?	Sentence starter(s)

Primary Source References and Links

- Aguinaldo, Emilio (1900). Emilio Aguinaldo's Letter to the American people, https://www.learner.org/courses/amerhistory/resource_archive/resource.php?unitChoice=16&ThemeNum=1&resourceType=2&resourceID=10144
- Aguinaldo, Emilio (1899). Gen. Emilio Aguinaldo Manifesto of January 5th, 1899, <http://msc.edu.ph/centennial/aguinaldo-manifesto.html>
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- Kipling, Rudyard (1899). The White Man's Burden, <http://historymatters.gmu.edu/d/5478/>
- McKinley, William (nd) McKinley Defends US Expansionism, <http://historymatters.gmu.edu/d/5575/>
- Merritt, Wesley (1898). General Merritt's Proclamation of the Occupation of Manila, <http://www.msc.edu.ph/centennial/proc-occupation.html>
- Pedro Paterno's Proclamation of War (1899), <http://filipino.biz.ph/history/pa990602.html>
- Richards, Frederick Thompson (1899). The Harvest in the Philippines. *Life Magazine*.
- Strong, Josiah (1885). *Our Country: Its Possible Future and its Present Crisis* (New York: The American Home Missionary Society, 1885), 174–75.



Source: *Smashed!* By Louis Dalrymple. *Puck Magazine*, March 8, 1899

other side of the argument in their own paper. Then, students restate their argument based on counterclaims and revised evidence as described in Section 4.

Scaffolding the Writing Process

After source selection, the drafting process can begin with the Evidence Organizer as a rough outline. Instructors may need to provide more extensive support during the production of the rough draft. This support might be individual conferences with students, or the development of a writing organizer that builds from the Evidence Organizer, but also includes introductory, explanatory, connecting, summarizing, and concluding sentences.

With rough draft in hand, but before in-class activities began, students re-read their rough drafts twice. First, students read the draft aloud to themselves, noting areas of the draft that are awkward or difficult to read. The idea is to have students critique the flow and readability of their work. The second re-reading

is analytical in nature, and asks writers to critique the strength of the argument and the use of supporting evidence. This second re-reading can be difficult for students to complete in isolation, particularly if they have not done this kind of purposive critique before. If students need additional support during this phase, individual conferences may be helpful. Students recorded the results of the two re-readings in sections one and two of the Organizer for Editing Writing (see Table 2).

In the next step of the editing process, students form a new dyad (or small group if necessary) to swap and edit a classmate's draft. It's useful to preface this activity with comments on constructive criticism. When groups are formed, students exchange drafts and neatly number the sentences in their classmate's draft. Students are asked to keep the following questions in mind when reading each other's drafts: Are any parts confusing? Is evidence used to support arguments? Is the argument convincing? How could

the paper be changed to make it better? Instructors may need to inform students that they will likely need to read the classmate's draft multiple times to complete this process. Students recorded their critiques in section three of the Organizer for Editing Writing, then took turns sharing the results with their classmate. Students recorded the comments of their editor in section four of the Organizer for Editing Writing.

Final Drafts and Assessment

Students use both organizers to produce a final draft of their argument. Students then submit a final draft and both organizers. Instructors should base their assessment on analysis of both process and product. That is, they considered the strength and clarity of the argument and the use of evidence, but also the degree to which students followed the process of forming, grounding, editing, and drafting arguments. Furthermore, discourse between instructor and students included questions that led students to

link historical events to contemporary conflicts. Feedback directed students to see that the American conflict in the Philippines was not an isolated incident, but was, in fact, a caricature for several of America's foreign policy issues in the last 50 years. Students were prompted to make comparisons between the Philippine-American War and later events like the 1953 Iranian Coup, 1954 U.S. involvement in Guatemala, the U.S. involvement in the Vietnam War, and the current American presence in Iraq and Afghanistan.

Conclusions

Similar to other social studies researchers, in our project with middle school students, we found that students' writing success was a direct outcome of the depth of content knowledge gained from reading and analyzing diverse points of views in a primary and secondary source text collection.⁵ Therefore, we recommend that writing be closely connected to texts. Primary and secondary source text collections such as the one presented in this article create an inquiry bridge between disciplinary reading and analytical writing. Although this article presents only one example, teachers can use this model to develop similar activities that structure, order and scaffold student disciplinary literacies and content understanding. 🌍

Notes

1. Jason L. Endacott, "Negotiating the Process of Historical Empathy," *Theory & Research in Social Education* 42, no. 1 (2014): 4-34.
2. Dixie D. Massey and Tina L. Heafner, *Seeds of Inquiry: Using Short Texts to Enhance Students' Understanding of U.S. History*. (Culver City, Calif; Social Studies School Services, 2014).
3. Tina L. Heafner and Dixie D. Massey, *Targeted Vocabulary Strategies for Secondary Social Studies*. (Culver City, Calif; Social Studies School Services, 2012); Heafner and Massey, *Strategic Reading in U.S. History*.
4. Sarah Barber and Corinna Peniston-Bird, eds. *History Beyond the Text: A Student's Guide to Approaching Alternative Sources*. (New York, Routledge, 2013); Keith C. Barton and Linda S. Levstik, *Teaching History for the Common Good*. (Mahwah, NJ; Lawrence Erlbaum Associates, 2004); James W. Loewen, *Teaching What Really*

Table 2. American Imperialism in the Philippines Organizer for Editing Writing

Section 1: Re-Readings (2)			
1. Read your rough draft aloud to yourself.	Note any areas that sound awkward, feel out of place, or sound unprofessional.	What actions will you take to improve your draft?	
2. Carefully re-read your draft silently.	Note whether your ideas are supported by evidence. Are your ideas organized?	What actions will you take to improve your draft?	
Section 2: Sources for an Opposing Argument			
Source for the other side	Why is this source believable and/or convincing?	What ideas of the opposing argument might this source support?	How might you respond to the other side's argument in a convincing way?
Section 3: Record Critiques of a Classmate's Paper			
Who read your paper:			
List any parts that you find confusing.	List arguments that are not supported by evidence.	List parts of the argument that are not that convincing?	How could the paper be changed to make it better?

Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History. (New York: Teachers College Press, 2013); Bruce VanSledright, *The Challenge of Rethinking History Education: On Practices, Theories, and Policy* (New York: Routledge, 2010).

5. Chauncy Monte-Sano, Susan De La Paz, and Mark Felton, "Teaching Argument Writing and 'Context' in Diverse Middle School History Classrooms," *Social Education* 79, no. 4, (2015): 194-199.

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