Knowledge Building with a Model Lesson

Why build knowledge with model lessons?
Lessons that exemplify high-quality literacy instruction are anchored in complex grade-level text. A high-leverage, evidence-based strategy to support students in accessing complex text is to anchor that text in a conceptually coherent set of resources that build needed knowledge and vocabulary. This work is particularly critical for students not yet reading at grade level.

What is included in a knowledge-building model lesson?
Each knowledge-building model lesson includes a close-reading model lesson paired with a short set of knowledge-building resources and tasks. Educators can engage in knowledge building with any close-reading lesson, so long as this lesson is centered on a complex grade-level text and series of text-specific oral and/or written tasks.

The knowledge-building resources follow <u>similar guidance</u> for more extensive text sets, but on a much smaller scale. The selection of resources follow a quad text set model developed by Comprehensive Reading Solutions and based on the article by Sarah Lupo and colleagues, "<u>Building Background Knowledge Through Reading: Rethinking Text Sets</u>." In a quad text set model, three to five texts are selected that help students develop knowledge critical to the complex text at the center of the close-reading lesson. Each of these supplemental texts is paired with a lightweight text-dependent task to support students' comprehension and knowledge-building work.

How might a teacher use a knowledge-building model lesson?
Educators can use the knowledge-building resources in the order indicated in the "Quad Text Set with Text-Dependent Tasks" table to help build knowledge and vocabulary when engaging with a close-reading model lesson. Implementing these knowledge-building texts and tasks can be done in a variety of ways; they are lightweight enough to be done either during short portions of class or as homework. For example:
- If completed as homework, the partner portion of each task can be completed in class.
- If the whole class (or majority of students) has little to no knowledge of the topic under study, the text set could be used in whole-class instruction.
- If there are just a few students who have little to no knowledge of the topic of study, the text set could be used in small groups with teacher guidance.

This list is not meant to be exhaustive. Educators should use their judgement about student needs to determine how best to use the resources.

Building Knowledge with a Close-Reading Lesson
"The Gospel of Wealth" (1889)

This set of resources is designed to build knowledge in support of the close-reading lesson on "The Gospel of Wealth" by Andrew Carnegie, available on achievethecore.org.

I. Anchor Text
Excerpt from "The Gospel of Wealth" by Andrew Carnegie
Lexile: ~1300L–1450L
Grade: 11

II. Knowledge and Language Demands
- The language of the text exhibits high complexity in terms of conventionality. It contains abstract and/or figurative language or irony and clarity. It also uses dense and complex language that is generally unfamiliar, archaic, discipline specific, or overly academic.
- The knowledge demands are mostly complex as the text requires moderate levels of discipline-specific content knowledge (e.g., Gilded Age, Andrew Carnegie) and some theoretical knowledge (e.g., American Dream, Puritan Work Ethic, meritocracy, etc.)

III. Quad Text Set with Text-Dependent Tasks
The table below details the knowledge-building resources to use in support of the close-reading lesson: what text to use, in what order to use it, details about the text, and a text-dependent task to support knowledge building. The resources are listed below in their suggested order for use.Task directions have been written in student-facing language and teacher notes added in italics when necessary. Links to full task descriptions have been provided when possible.

Title	Resource Type	Lexile Level	Summary	Task
"The Gilded Age"/ American Experience PBS America	Video (3:54)	n/a	The final years of the 19th century saw the population of the USA double in a single generation and a similar increase in the gap	*Teacher preparation: students will need to view the entire video, pausing and answering questions at the noted times.* Text-Dependent Questions in a Small-Group Discussion Watch the video. Pause the video at the following time signatures: 1:10, 2:03, 3:00, and 3:54. At each pause,

			between rich and poor.
			
			Across America, debate grew over whether the rich should be seen as deserving of their good fortune or as lucky and obliged to redistribute some wealth through good works. Should the government protect private property or look after those left out of the new boom? Was growth or justice more important?
				answer the corresponding question. Be prepared to share your responses with a partner.
				
				0:00–1:10:
				   1. Which social group is depicted in this segment of the video? What visual/textual evidence supports your answer?
				   2. How is the "Gilded Age" described in this segment?
				1:10–2:03:
				   3. What "conflict" is presented in this segment of the video? What visual/textual evidence supports your answer?
				2:03–3:00:
				   4. What effect(s) does industrialization have on American society during the late 1800s? What visual/textual evidence supports your answer?
				   5. How is the Gilded Age described in this segment? How does this description compare/contrast to that of the first video segment?
				3:00–3:54
				   6. What details about inequality during this time period does the segment provide? Does this equality seem more social or economic? Explain.
				
				Use your notes to engage in a whole-class discussion on the following questions:
				   1. What is the difference between something that is gold versus gold-plated? What inference or assumptions about quality/value can you make about the difference(s)?
				   2. What does it imply about the condition of the Gilded Age in US history?
				   3. What did you learn about the Gilded Age from viewing the video?

"Andrew Carnegie"/ Biography	Article	1010L–1200L	Andrew Carnegie was a self-made steel tycoon and one of the wealthiest businessmen of the 19th century. He later dedicated his life to philanthropic endeavors.	*Teacher preparation: Become familiar with the Say Something! strategy.* Using the Say Something! strategy, read the short biography about Andrew Carnegie in three chunks. Stop after reading "Synopsis and Early Life," "Steel Tycoon," and "Philanthropy." After reading each chunk, Say Something! by making a comment, asking a question, or making an inference. Take notes on your own thoughts as well as the ideas posed by your classmates. At the end of the reading, be prepared to answer: 1. How does this text characterize Andrew Carnegie? 2. Using the information from this text and the previous video, how can we position Carnegie within the context of the Gilded Age?
"Andrew Carnegie: Steel and People"/ Biography	Video (2:22)	n/a	The video summarizes how Andrew Carnegie felt about his massive steel company's success. However, many of the people who actually suffered in the plants felt differently.	*Teacher preparation: see the Lightweight Text-Dependent Task table here for a chart to copy and paste for student use with this task.* Notice, Think, Wonder Watch the video twice. The first time just listen and watch. On the second viewing, record what you notice (big ideas), think (what evidence in the text led to this idea), and wonder (questions you have). *Teacher preparation: use both questions listed below for a Think-Pair-Share.* Think-Pair-Share -How does this video position Carnegie in relation to his workers? Compare and contrast the position of Carnegie with the position of his workers. -What does this video suggest about the "disconnect" of the Gilded Age?

				1. Think: What evidence from the text helps to answer this question? What ideas do you have? 2. Pair: Turn to your partner and let them share their answer with you. Share your answer with them. Discuss the similarities or differences between your responses. 3. Share: Take the most interesting part of your answer to the question and share it with the rest of the class.
"Dogs of War Unleashed," _St. Paul Daily Globe_, July 7, 1892	Newspaper Article	1200L–1400L	The article provides an account of the Homestead strike at the Carnegie Steel Plant.	Text-Dependent Questions In pairs, read the account of the Homestead Strike at the Carnegie Steel Mill in 1892 published in the _St. Paul Daily Globe_. Then, re-skim the article. As you skim, answer the following questions: 1. What are the conflicting issues? 2. What are the consequences? 3. How are these issues resolved? Be prepared to participate in a whole-class discussion to answer the question: How does the information from this article inform your understanding about the Gilded Age in general, and Andrew Carnegie in particular?
"The Gospel of Wealth"	Anchor Text	~1300L–1450L	Carnegie lays out an argument in this essay: "The problem of our age is the administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in	See the text and sequence of tasks provided in the close-reading model lesson here.

			harmonious relation." Carnegie is offering a critique of American society, which is more complex.	
Knowledge Building After the Anchor Text				
"How American Inequality in the Gilded Age Compares to Today"/ TIME	Article	1210L– 1400L	A discussion of the comparisons between the wealth gap of the Gilded Age and modern times.	After reading the article, create a t-chart with two columns: "Gilded Age" and "Modern Inequality." As you read, record evidence that compares and contrasts the Gilded Age with modern inequality. Be prepared to share your thoughts during a whole-class discussion.