

# Critical Lens Research Graphic Organizer

This organizer will help you organize your primary and secondary research information.

*After completing this you will be ready to begin writing your research paper.  
(You will include quotes from your primary source "The Crucible")*

Main Claim or Thesis for your whole paper (Statement is fine)

What conflicts drive characters to act in a certain way?

---

What is your claim? [This will be the topic sentence of this paragraph]

The importance of knowing who you are and proving that your decisions can determine who you are associated with

Introduce the Passage(s) from the play you will use/The context of the secondary source(s)  
"The Crucible"

"Because it is my name! Because I cannot have another in my life! Because I lie and sign myself to lies! Because I am not worth the dust on the feet of them that hang! How may I live without my name? I have given you my soul; leave me my name!"  
-John Proctor (Act 4)

Secondary source

John Proctor's struggle in *The Crucible* shows that identity is shaped by personal choices. In Act 4, he cries, "Because it is my name! Because I cannot have another in my life!" refusing to sign a false confession. His decision to die rather than live with a lie proves that integrity defines who we are and who we stand with. A secondary source from Gale Literature Resource Center reinforces this by analyzing the role of reputation in the play, showing how Proctor's choices ultimately determine his identity.

Explain how the combination of the two explains your claim and connects to the paper overall.  
(Be sure to make it connect to "The Crucible")

This quote reveals Proctor's inner conflict: he can save his life by signing a false confession, but then he will lose his reputation and honor. His desperate struggle between survival and honesty shows how guilt and justice define his character.

---

What is your claim? [This will be the topic sentence of this paragraph]

Black-and-white view of the situation, where individuals are forced to choose sides, with no room for a neutral stance or questioning the court's authority.

Introduce the Passage(s) from the play you will use/The context of the secondary source(s)

# Critical Lens Graphic Organizer

**Keengwe, Jared, Onchwari, Grace**



## **Critical Lens Graphic Organizer:**

Enhancing Educators' Theoretical and Practical Understandings of Critical Literacy Vera Sotirovska, Margaret Vaughn, 2023-09-07 This Element explores ways to promote critical literacy in teacher education First the authors define critical literacy in the context of teacher education through established theoretical frameworks and models of critical literacy pedagogy and share their collective findings on critical literacy research over the course of a decade Building from these theoretical understandings of critical literacy they outline ways to actualize critical literacy in teacher education as a transformative pedagogy coupled with resources and activities that support equitable teaching practices Next they illustrate how adaptive teaching supports critical literacy pedagogy and underscore autoethnography as a reflective tool to engage pre service teachers in critical literacy practice They model this approach with mentor text analyses using critical literacy as a lens to facilitate critically oriented mindsets in teachers through visioning They conclude with implications for classroom practice at the intersections of critical literacy and teacher preparation and provide directions for future research

*Cracking the Common Core* William E. Lewis, Sharon Walpole, Michael C. McKenna, 2014-02-17 This book guides teachers in grades 6 12 to strategically combine a variety of texts including literature informational texts and digital sources to meet their content area goals and the demands of the Common Core State Standards CCSS It presents clear cut ways to analyze text complexity design challenging text sets and help students get the most out of what they read Provided are practical instructional ideas for building background knowledge promoting engagement incorporating discussion and text based writing and teaching research skills Appendices offer sample unit plans for English language arts history social studies and science classrooms More than 20 reproducible coaching templates and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size

**Approaches to Teaching the Works of Jorge Luis Borges** José Eduardo González, 2025-01-02 Often considered a writer who transcends national borders Jorge Luis Borges also aimed to reinvent the history and traditions of his own country Argentina His unconventional works appeal to students who nonetheless can find his richly intertextual prose challenging Addressing courses in Spanish and in English this volume offers innovative approaches that help students navigate the texts engage with them emotionally and creatively and understand the time and place of their production while connecting them to the present Part 1 Materials provides detailed biographical information about Borges as well as print and digital resources The essays in part 2 Approaches offer strategies for discussing his writing process his manuscripts and the material history and translation of his texts Contributors also examine Borges s influences which include film mythology history and ideas of Islam and Judaism the author s interest in humor and games and resonances with other literary works

**Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work®** Daniel M Argentar, Katherine A. N. Gillies, Maureen M. Rubenstein, Brian R. Wise, 2020-10-16 Prepare middle school and high school students to read write and think like social studies experts and historians Part of the Every

Teacher Is a Literacy Teacher series this resource details how grades 6-12 teachers can work together to support literacy development and social studies learning Explore how to develop collaborative teams differentiate instruction design meaningful common assessments and more Use this resource to address large literacy gaps that require the support of all content area teachers Recognize the need for and benefits of literacy development in social studies classrooms Learn why collaboration among different content area teams in a professional learning community PLC can enhance reading and writing instructional strategies Foster student engagement by utilizing adaptable strategies for developing prereading during reading and postreading skills in social studies Apply strategies for writing development in social studies Obtain tools and techniques for designing meaningful assessments that align with social studies standards and literacy goals of secondary education Contents Preface Introduction Every Teacher Is a Literacy Teacher Chapter 1 Collaboration Learning and Results Chapter 2 Foundational Literacy Triage Chapter 3 Prereading Chapter 4 During Reading Chapter 5 Postreading Chapter 6 Writing Chapter 7 Assessment Epilogue Appendix Reproducibles

**Fostering Comprehension in English Classes** Raymond Philpott, Michael F. Graves, 2009-01-01 This valuable research based guide gives middle and secondary English teachers the tools they need to improve the comprehension skills of all their students Core chapters explain specific practices for fostering learning from texts leading students to a thorough lasting understanding of subject matter nurturing meaningful responses to literature explicitly teaching comprehension strategies and engaging students in higher order thinking An additional chapter highlights vocabulary instruction Throughout attention is given to building comprehension skills in a diverse range of students from high achievers to struggling readers and English language learners A wealth of hands on materials are featured including lesson plans scaffolded reading experiences and a richly detailed example of a teaching unit that shows how all facets of comprehension instruction can be brought together in the classroom [English Teacher's Guide to Performance Tasks and Rubrics](#) Amy Benjamin, 2013-11-20 This book provides step by step procedures student hand outs and samples of student work

**Innovative Practices in Early English Language Education** David Valente, Daniel Xerri, 2023-02-08 This book shines a light on novel and less familiar domains of early English language education for children aged 3 to 12 in mainstream and out of school settings Enveloping the volume is the making of creative connections to wider educational philosophies which extend beyond the confines of a narrow linguistic lens In reconciling the theory practice divide in English language education each chapter presents a synthesis of research issues leading to a practical showcase of ideas Organised in two main parts the first focuses on innovations within classroom practice curriculum development and child centred assessment exploring areas which have either received insufficient attention and or have been reimaged through fresh perspectives The second part explores innovations in pre and in service teacher education contexts and focuses on lesser known and or underexplored topics including bridging general and language education multilingualism in depth learning metacognition and pragmatics This is a timely publication for teacher educators and practitioners alike [Teaching](#)

With Primary Sources for Cultural Understanding, Civic Mindedness, and Democracy Scott M. Waring, 2024 This resource has been developed for Pre K 20 educators in order to help students use primary sources to go beyond simple acquisition of content knowledge and rote memorization The procedures and approaches outlined in this book are designed to be used with Pre K 20 students to help them use primary sources in discipline and inquiry based ways to develop and enhance understandings for cultural understanding civic mindedness and democracy Expert authors demonstrate how the skills students learn through this process can be applied to their everyday life and allow them to think critically about the world around them better understand various cultures communicate their understandings effectively and enhance their democratic values Grounded in the National Council for the Social Studies C3 Framework topics include social emotional learning inclusion higher order thinking civic agency project based learning democracy building across cultures teaching about war enacting change through intentional civic engagement and systemic racism in the United States Book Features Chapters by leading experts in the areas of civic education and teaching with primary sources Guidance for supporting multilingual learners and students with disabilities Detailed examples of classroom tested instructional ideas and approaches from educators teaching with primary sources in Pre K 20 classrooms Primary sources and links to resources throughout the book

Interacting with Informational Text for Close and Critical Reading Jill Erfourth, Theresa Hasenauer, Lorri Zieleniewski, Melissa Labadie, 2015-04-25 Comprehending complex informational text can be difficult for students Use this book to help students simplify the process Lessons will engage students and guide them to read a text critically in order to build comprehension Lessons are also based on the Common Core State Standards and help move students purposefully through increasingly complex text Strategies including the Guided Highlighted Reading Framework are provided for meaningful discussions on a variety of text structures New York Regents Exam Adele Scheele, Kaplan Educational Center Staff, Kaplan, 1997-12 More than 147 000 New York State high school students take the Regents Exams every year in order to earn a Regents diploma and be eligible for a National Merit Scholarship Kaplan s programs offer the best approach to demystifying the Regents exams Kaplan s guides include sample tests content review practice questions and demonstrated Kaplan test taking techniques **Widening the Lens** Deborah Friend Van Duinen, Erica R. Hamilton, 2024 Drawing on an asset based approach to adolescents and their literacy practices this book is a powerful resource for secondary teachers across all content areas The authors encourage a widened lens approach that considers varied perspectives and research findings when engaging in multiple and often competing initiatives issues and pedagogies Using examples from their own and others classroom experiences the authors explore numerous theoretical and practical understandings of literacy to inform classroom instruction They discuss different theories of literacy instruction and the ways that sociocultural and cognitive approaches to literacy like the Science of Reading and Whole Language can work in concert with each other Readers will find relevant information about adolescents multiliteracies text selection and complexity and meeting the needs

of diverse learners With suggested resources teaching strategies and discussion questions throughout this is an ideal text for teacher education courses professional learning communities and professionals who want to learn more about how to support adolescents literacy development Book Features Research based strategies to improve the reading ability of adolescents Concise descriptions of current literacy approaches commonly referenced in educational policy and the media Application suggestions with scenarios from middle and high school classrooms Guiding questions to help beginning teachers reflect on their own literacy experiences and their adolescent students Tables and a glossary of key terms to support readers understanding of complex concepts      **Elementary Mathematics Specialists** Maggie B. McGatha, Nicole R.

Rigelman, 2017-02-01 Elementary mathematics specialists are teacher leaders who are responsible for supporting effective PK 6 mathematics instruction and student learning The Association of Mathematics Teacher Educators AMTE the Association of State Supervisors of Mathematics the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics in a 2010 joint position paper on Elementary Mathematics Specialists EMSs all advocate for the use of EMSs to support the teaching and learning of mathematics The specific roles and expectations of EMSs will vary according to the needs of each setting but their expertise and successful experience at the elementary level is critical p 1 Elementary Mathematics Specialists Developing Refining and Examining Programs that Support Mathematics Teaching and Learning is AMTE s latest resource supporting the important work of EMSs It has five sections related to the preparation and professional development of EMSs a Overview and Current State of Affairs b Models of EMS Program Development c Supporting EMSs in the Field d The Mathematics Specialist Research and e Future Directions The book provides support to EMS practitioners program providers developers and researchers seeking to answer important questions about how to prepare Mathematics Specialists support them in the field and research their effectiveness      English Learners Left Behind

Kate Menken, 2008-02-27 In the wake of recent federal legislation entitled No Child Left Behind high stakes standardized testing for accountability purposes is being emphasized in educational systems across the U S for all students including English Language Learners ELLs Yet language proficiency mediates test performance so ELLs typically receive scores far below those of other students This book explores how tests have become de facto language policy in schools shaping what is taught in school how it is taught and in what language s it is taught In New York City while most schools responded to testing by increasing the amount of English instruction offered to ELLs a few schools have preserved native language instruction instead Moreover this research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them      **Rethinking Social Studies and History Education** Cameron White, 2016-07-01 The book is unique in that it mixes theory and practical applications in rethinking traditional social studies education It focuses on essays integrating media popular culture and alternative texts for teaching and learning in social studies and history education through a social education lens Social education integrates social studies media popular culture and cultural studies all within a social justice

framework The text provides 20 curriculum themes with strategies to connect in teaching and learning along with resources to extend depth of understanding In addition the pedagogical philosophy inherent in the essays is student centered learning focusing on issues problem and project based instruction Although the themes are generally social studies and history focused the links to media and popular culture can be integrated in other disciplines

**The Routledge Handbook of English Language Education in the Philippines** Julius C. Martinez, Isabel Pefianco Martin, 2025-09-30 This handbook serves as a comprehensive resource on English language education in the Philippines addressing a wide range of issues including ideologies multilingualism identities policies methodologies assessment teacher education and curriculum Chapters cover a range of educational contexts from Luzon to Mindanao islands from basic to higher education and from formal to non formal schooling This book upholds the think and do otherwise perspective by problematizing contemporary paradigms and practices that operate from naturalized ideas inherited from the American colonizers This includes repairing pedagogies that redress injustices experienced by historically marginalized groups and hoping for possibilities and approaches to teaching and learning English that are just equitable and inclusive The six sections in the Handbook bring up conditions for thinking and doing otherwise pointing to ways in which genuine changes can start to happen Scholars from diverse backgrounds come together in this handbook to take collective ownership of English language education in the Philippines This ownership does not mean ignoring and disposing of the country's colonial past but reclaiming English language education as an ongoing project instead This handbook likewise demonstrates that such a project makes it possible for wider audiences to see that Global South scholars from and in the Philippines also have much to teach the rest of the world about thinking and doing otherwise and by extension problematizing repairing and hoping Given its scope and breadth the handbook is an invaluable reference for students pre service and in service teachers teacher educators researchers and policymakers interested in English language language education TESOL sociolinguistics and applied linguistics

**Teaching English Language Arts to English Language Learners** Luciana de Oliveira, Melanie Shoffner, 2016-09-13 This book focuses on the ways in which English language arts ELA pre service and in service teachers have developed or may develop instructional effectiveness for working with English language learners ELL in the secondary English classroom Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the ELA classroom and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy Comprehensive in scope and content and examining topics relevant to all teachers of ELLs teacher educators and researchers this book appeals to an audience beyond ELA teachers and teacher educators

*Evaluative Thinking for Advanced Learners, Grades 3-5* Emily Hollett, Anna Cassalia, 2022-07-29 Evaluative Thinking for Advanced Learners Grades 3 5 will teach students to think critically about values issues and ideas while creating

defensible arguments Evaluative thinking is a skill which helps students learn to weigh values and facts in making judgements Working through the lessons and handouts in this book students will examine difficult and ambiguous questions from a subjective and balanced perspective This curriculum provides cohesive focused scaffolded lessons to teach each targeted area of competency followed by authentic application activities for students to then apply their newly developed skill set This book can be used as a stand alone gifted curriculum or as part of an integrated curriculum Each lesson ties in both reading and metacognitive skills making it easy for teachers to incorporate into a variety of contexts **Out of Turmoil**

Dean P. Vesperman, Anne Aydinian-Perry, Matthew T. Missias, Whitney G. Blankenship, 2023-01-01 It is not difficult to argue that the social sciences are in a period of transition Our day to day lives have been marked by uncertainty as our social lives have vacillated wildly between highs and lows tensions between fellow citizens have heightened along ideological fault lines and educators have been placed squarely at the center of public discourses about what and how we should be teaching By any measure we are living in a time where every moment seems to be rife with high stakes realities that must be navigated Ladson Billings 2020 called on educators to reimagine education and contest the notion of a return to normal In the current highly polarized context where we see multiple competing narratives rather than promoting a return to normal or business as usual approach we argue that educators must use the lessons of the last two years as well as draw on what we have learned from history and the social sciences By asking ourselves how we might interrogate and inform current social landscapes and the challenges that arise from them we have the opportunity to take leadership in fostering innovation building solidarity and re imagining the teaching and learning of history and the social sciences We recognize that humans live in multiple complex communities that include intersectional identities relationships with power agency and discourses and lived realities that are as unique as they are divergent Consequently the task of educators and the goal of this volume is to provide a clarion voice to a dynamic relational and undeniably human social world Teaching Asian America in Elementary Classrooms Noreen

Naseem Rodríguez, Sohyun An, Esther June Kim, 2023-12-01 Asian American voices and experiences are largely absent from elementary curricula Asian Americans are an extraordinarily diverse group of people yet are often viewed through stereotypical lenses as Chinese or Japanese only as recent immigrants who do not speak English as exotic foreigners or as a model minority who do well in school This fundamental misperception of who Asian Americans are begins with young learners often from what they learn or do not learn in school This book sets out to amend the superficial treatment of Asian American histories in U S textbooks and curriculum by providing elementary teachers with a more nuanced thematically driven account In chapters focusing on the complexity of Asian American identity major moments in Asian immigration war and displacement issues of citizenship and Asian American activism the authors include suggestions across content areas for guided class discussions ideas for broader units and recommendations for children s literature as well as primary sources

*Handbook of Research on Literacy and Digital Technology Integration in Teacher Education* Keengwe, Jared, Onchwari,



Grace,2019-11-15 With widespread testing and standards driven curriculum and accountability pressure in public schools teachers are expected to be highly skilled practitioners There is a pressing need for college faculty to prepare current and future teachers for the demands of modern classrooms and to address the academic readiness skills of their students to succeed in their programs The Handbook of Research on Literacy and Digital Technology Integration in Teacher Education is an essential academic publication that provides comprehensive research on the influence of standards driven education on educators and educator preparation as well as the applications of technology for the preparation of teachers Featuring a wide range of topics such as academic success professional development and teacher education this book is essential for academicians educators administrators educational software developers IT consultants researchers professionals students and curriculum designers

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