

9/17 Quick Write:

What is the U.S.
Constitution?

*The US Constitution
is...*

9/17 Quick Write:

The US Constitution is... a document that outlines how the US government should work. It is a guidebook for our government.

Objectives:

Content:

I can **identify** the authors' purpose of writing the Preamble **by** **annotating** with the Bookmark tool.

Language:

I can **write my understanding** of the Preamble's purpose using the sentence stem:

The authors' purpose of writing the Preamble was...

A new tool when reading!

Bookmark: Part 1

First: the **Headnote** and **Attribution**

As you read:



circle in pencil

- ☐ Who said, drew, or wrote this?
- ☐ When and where was it said, drawn, or written?
- ☐ What type of source is this?
- ☐ Why was it said, drawn, or written? Or, for whom was it created?

After you read:



Discuss with
your group.



Make a note.

- ☐ Which of these details matter and why?

Second: the **Source**

As you read:



Use one question;
underline in pencil

- ☐ What people and institutions are actors in the source? What is the relationship between those people and institutions?
- ☐ What parts of the source tell you what the author or people in the text think, want, or experience?
- ☐ Find sentences that begin with transition words or introductory phrases. What key ideas come after transition words or introductory phrases?
- ☐ What parts of the source seem most important for understanding it? Why?

After you read:



Discuss with
your group.



Make a note.

- ☐ What do the underlined parts help us understand about the source?

Bookmark: Part 1



First: the Headnote and Attribution

Headnote: More info to explain the context of the source

Attribution: Tells you who wrote the source, when and where

First: the **Headnote** and **Attribution**

As you read:


☐ Who said, drew, or wrote this?


☐ When and where was it said, drawn, or written?

☐ What type of source is this?

☐ Why was it said, drawn, or written? Or, for whom was it created?

After you read:

 Discuss with your group.

 Make a note.

☐ Which of these details matter and why?

For each source, we'll think about ONE of these questions... I will tell you which one!

Bookmark: Part 1

Second: the Source

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As you read:



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After you read:



Discuss with
your group.



Make a note.

- ☐ What do the underlined parts help us understand about the source?

The backside!

Bookmark: Part 2



Discuss with
your group.



Box important parts
for answering the
Central Question



Write down your
group's thoughts.

- ☐ What questions do you have about this source?
- ☐ How reliable is this source for the central question we are trying to answer? See "Reasoning about the Evidence" below.
- ☐ What does this source help us understand about the Central Question?

Reasoning about the Evidence

1. **How trustworthy is the author/artist given the central question we are trying to answer?**
 - ☐ Was the person who created this in a position to know about the issues?
 - ☐ Was the person who created this an insider or an outsider? (Ex: speaks the same language, knows a lot about topic)
 - ☐ What was the point of view of the person who created this?
 - ☐ What does the person who created this want the reader to think or feel?
 - ☐ Is the source believable?
2. **What was going on in the context that the source came from that might affect its usefulness given the central question we are trying to answer?**
 - ☐ Was this source created in the place where the events happened?
 - ☐ Was this source created at the time when the events happened? Does that matter?
 - ☐ What else was going on at this time that might have influenced the author/artist?
 - ☐ How does this time/place compare to us today? What's the same or different?
 - ☐ Whose voices or perspectives are not represented here?
3. **How do we weigh this source in comparison with others?**
 - ☐ Does this source provide the same information as other sources?
 - ☐ In what ways does this source agree or disagree with others?
 - ☐ How do the ideas of the person who created this source compare to other ideas from the same time period or place?
 - ☐ What can this source tell us? What can't we learn from this source?

Bookmark Part 2:



Discuss with
your group.



Box important parts
for answering the
Central Question



*Write down your
group's thoughts.*

- ☐ What questions do you have about this source?
- ☐ How reliable is this source for the central question we are trying to answer? See "Reasoning about the Evidence" below.
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Bookmark Part 2:

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The Preamble of the US Constitution



Our Central Question:

What were the authors' purpose in writing the Preamble?

The Preamble: **What were the authors' purpose writing the Preamble?**

Bookmark: Part 1

First: the Headnote and Attribution

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As you read:



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- ☐ Who said, drew, or wrote this?
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After you read:



Discuss with
your group.



Make a note.


- ☐ Which of these details matter and why?

The Preamble: **What were the authors' purpose writing the Preamble?**


Bookmark: Part 1

Second: the Source

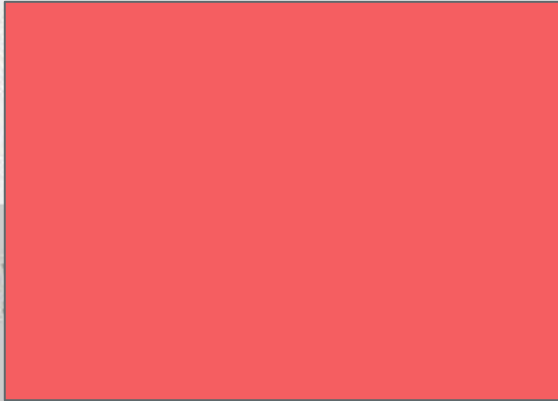
Second: the **Source**

☐ 

As you read:


 Use one question;
underline in pencil


☐ What parts of the source tell you what the author or people in the text think, want, or experience?

☐ 


☐

After you read:

 Discuss with your group.

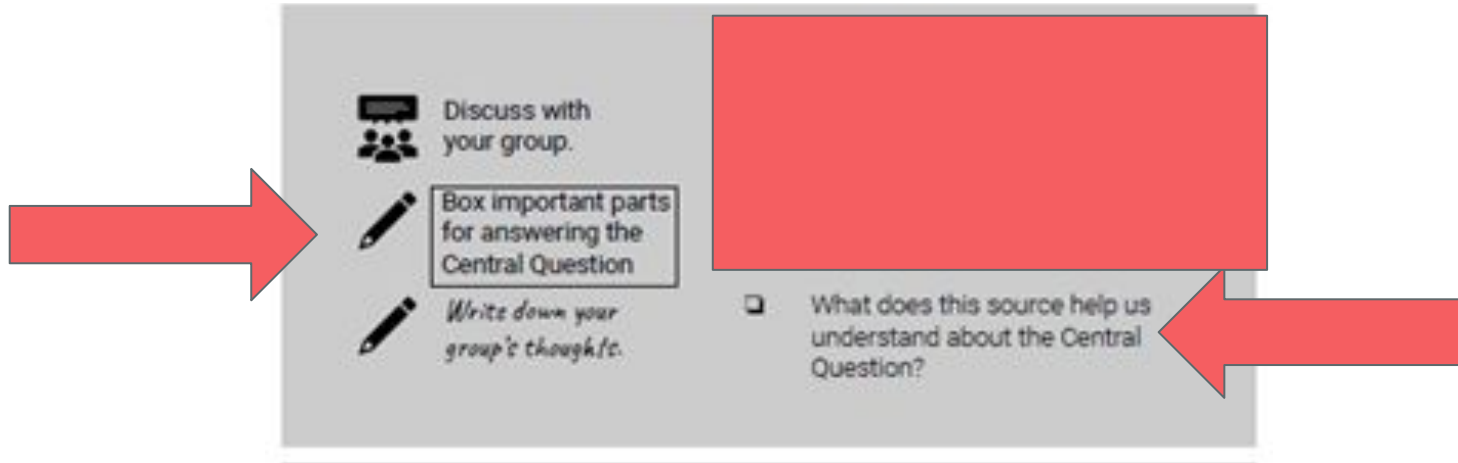
 *Make a note.*

☐



The Preamble: **What were the authors' purpose writing the Preamble?**

Bookmark: Part 2



CQ: What were the authors' purpose writing the Preamble?

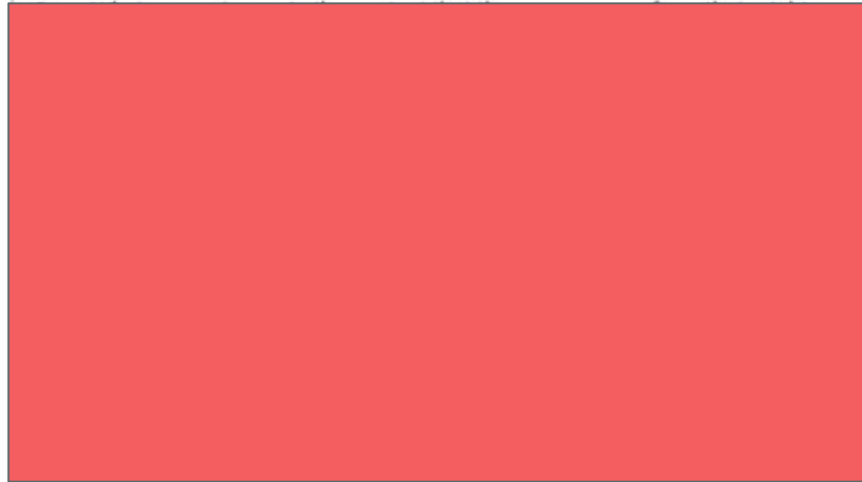
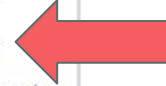
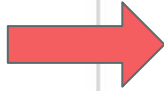
The Preamble: **What were the authors' purpose writing the Preamble?**

Bookmark: Part 2

Reasoning about the Evidence

1. How trustworthy is the author/artist given the central question we are trying to answer?

- ☐ Was the person who created this in a position to know about the issues?
- ☐ Was the person who created this an insider or an outsider? (Ex: speaks the same language, knows a lot about topic)
- ☐ What was the point of view of the person who created this?
- ☐ What does the person who created this want the reader to think or feel?
- ☐ Is the source believable?



Our Central Question:

What were the authors' purpose in writing the Preamble?

You need a **CLAIM**, 1 piece of **EVIDENCE**,
and **REASONING**!

Exit Ticket (on the Preamble handout)

What were the authors' purpose writing the Preamble?

CLAIM: *The authors' purpose of writing the Preamble was...*

EVIDENCE: *One piece of evidence to support this is...*

REASONING: *This evidence supports my claim because...*