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Assessment and Think aloud

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Educreations: Assessment and Think-Alouds

The assessments that I created for this project were given to students in order to practice standards 2, 4, 1 and 5 and these sources were taken from Library Special Collection Resources. These assessments were used in history classes by pre-service teachers in order to enhance their vocabulary learning skills, analyzing and problem solving skills, how to cite evidence to support a claim as well as understanding the main idea of a text. Since students struggle in these skills, a think aloud video (find link at [Educreation Video Link](#)) was created in order to further help learners acquire these skills in this case CCSS1. To better clarify the skill and assist learners, an image was used related to John A Logan in 1859 as a think aloud video to help them with their better performance on the assessments.

According to what we found by having students do assessments related to “how to cite evidence” which is Common Core State Standard one (CCSS1), we realized that most students try to only identify the evidence in the source without being able to connect the evidence to the claim. We found that sometimes students only circle what they see as a good example of an evidence, but they fail to make clear connections to that evidence and the stated claim. The students can perform better if they are given the explicit directions of how to do the task. They can perform better on this task if they are given tangible examples or modeling of citing evidence and supporting it.

I realized that students were able to show descriptions of the sources given to them. They were able to cite what was happening in the pictures or the arguments made in the texts derived from special resources collections, but they failed to make connections between the sources and clearly support their arguments. Clear instructions are necessary in order to help learners know what their tasks are in each assignment.

In order to enhance this standard, I used Educreations application to create a video that helped struggling readers with a think aloud activity. In this video, I used creative techniques. I articulated what was happening in each picture by circling certain people and specific events happening in the images. I tried to zoom in and by the use of a close up I gave them a clear understanding of what was happening in each section of the image. I used colored markers to circle the captions of the pictures. I tried to use specific language use in order to show them how to compare and contrast two different images that represent different ideas. For instance, I talked about how the people in one picture looked so fearful and frightened by the look of their eyes. I also brought their attention to how happy people were in the second picture as a lady was revisiting her town. I tried to bring their attention to the types of clothes they wore and their facial expressions. I used these as an example to help them connect their contrasting views to the claim and support this by giving justifiable reasons. I think most learners need clear instructions in order to do activities correctly. Also, doing think aloud activities can be as a model or mentors

to help them form their own sourcing and corroboration. Most students do not perform well on these assessments because not enough practice is given in classrooms and creating more of these assessments and providing them to teachers can help learners to access primary sources and closely work with them to strengthen the skills related to common core state standards. As a researcher, I would like to access the special resources collection in order to create more assessments and make them available to teachers who work with these standards. Finding topics that teachers would like to focus in schools are most time quite challenging, however, you can always spend hours at the special collections section at the library and have access to a lot of primary source material with varying topics that can be original and beneficial if being available to teachers who are dealing with these standards.

Please see below the created assessments from Morris Library Special Resources Collection:

Assessing with Primary Sources (1)

Grade Level:	Grade 6
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Standard(s) or Objectives:	CCSS. RI.6.5- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	CCSS. RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Morris Special Collections Resources:



Illustrated Incidents in the Life of Gen. William Henry Harrison, Box 6, American Broadside from Pre-revolution to Post Civil War, Special Collections Research Center, Morris Library, Southern Illinois University Carbondale.

Specific Pages Used:

<http://archives.lib.siu.edu/index.php?p=core%2Fsearch&q=log+cabin+anecdotes&content=1>

Topic Background:

William Henry Harrison (1773-1841), America's ninth president, served just one month in office before dying of pneumonia. His tenure, from March 4, 1841, to April 4, 1841, is the shortest of any U.S. president. Harrison, who was born into a prominent Virginia family, joined the Army as a young man and fought American Indians on the U.S. frontier. He then became the first congressional delegate from the Northwest Territory, a region encompassing much of the present-day Midwest. In the early 1800s, Harrison served as governor of the Indiana Territory and worked to open American Indian lands to white settlers. He became a war hero after fighting Indian forces at the Battle of Tippecanoe in 1811. Harrison went on to serve as a U.S. congressman and senator from Ohio. He was elected to the White House in 1840, but passed away a month after his inauguration, the first U.S. president to die in office.

Excerpted from: <http://www.history.com/topics/us-presidents/william-henry-harrison>

Source(s) Used:

The source used for this assessment includes illustrated incidents in the life of Gen William Henry Harrison.

Multiple Choice Answer Key:

Question 1 – A & D

Question 2 – A

GEN. WILLIAM HENRY HARRISON.

HARRISON'S HUMANITY IN WAR.

"Go!" exclaimed the generous Harrison, "go and take the town. But let an account of murdered innocence be opened in the records of heaven against our enemies alone. The American soldier will follow the example of his government; and the sword of the one will not be raised against the fallen and the helpless, nor the gold of the other be paid for the scalps of a massacred enemy!"

HARRISON'S ADDRESS TO BOLIVAR.

"In this enlightened age, the mere hero of the field, and the successful leader of armies, may, for the moment, attract attention, but it will be such as is bestowed upon the passing meteor, whose blaze is no longer remembered, when it is no longer seen. To be esteemed eminently great, it is necessary to be eminently good. The qualities of the hero and the general must be devoted to the advantage of mankind, before he will be permitted to assume the title of their benefactor; and the station which he will hold in their regard and affections, will depend, not upon the number and the splendor of his victories, but upon the results and the use he may make of the influence he acquires from them."

HARRISON'S TREATMENT OF AN OLD FELLOW SOLDIER.

While General Harrison was seated with a few friends at dinner, an old soldier entered to pay his respects to his Commander-in-chief. Harrison, instantly recognizing him and shaking him cordially by the hand, turned to his guests, saying, "Gentlemen, let me introduce an old friend and companion in arms; he will take a seat at the table." The guests, rose and received the soldier. He was then seated next to the General, and they all passed the evening in social conversation. When the party retired, Harrison presented the soldier with a new coat, and the veteran, overwhelmed with gratitude, bade adieu to the Log Cabin and its hospitable owner.

HARRISON PREFERING ANOTHER MAN'S SON TO HIS OWN.

While General Harrison was Governor of Indiana, he entertained an intention of applying for a position for his son at West Point. There was only a single vacancy, and he would certainly have obtained the desired appointment. In the meanwhile, a neighboring farmer applied to Harrison to exert his influence for him, as he also desired such a place for his boy. The noble-hearted chief, ever ready to do more for others than for himself promptly complied with the man's request, and used his influence to obtain the situation which was wanted.

HARRISON SAVING THE LIFE OF A NEGRO.

Frequent attempts had been made to assassinate Harrison, and before the action of Tippecanoe, a negro was arrested, who was lurking near the Governor's marquee with the intention of killing him in his sleep. At the time of the action, this fellow was a prisoner in the camp. After the battle, a drum-head court martial was called to try the negro who was convicted of deserting to the enemy, under circumstances from which it was concluded that he had returned to the camp for the purpose of assassinating the Governor. He was sentenced to suffer death. The sentence was approved, and he was to be executed in one hour; but Harrison pardoned him.

THE COUNCIL OF VINCENNES.

The cut represents General Harrison at the memorable council of Vincennes, subduing the haughty and rebellious spirit of Tecumseh. An instance of presence of mind which saved the people of the town from a most horrible scene of bloodshed.

HARRISON GIVING HIS HORSE TO A METHODIST MINISTER.

Many years since, while the hero of the Thames was on a hot summer evening, at the porch of his humble "Log-Cabin," he was asked for shelter and a meal, by a minister of the Methodist Episcopal persuasion. After a plain and substantial supper, they retired to rest, the good old soldier thankful to a munificent Providence, that he was enabled to administer to the wants of a fellow creature, and the worthy minister of Christ, invoking the blessing of Heaven upon the head of his kind benefactor. Morning came, and the minister prepared to depart. He was in the act of taking leave, when he was informed that his horse had died during the night. But taking his saddle-bags on his arm, he rose to depart with thanks for the kindness of his entertainer. The old General did not attempt to prevent him. The guest reached the door, and to his astonishment, found one of the General's horses accoutred with his own saddle and bridle, in waiting for him. He returned and remonstrated, stating his inability to pay for it, and that in all probability he should never again visit that section of the country. But the General was inexorable, and reminding the astonished Divine, that "he who giveth to the poor lendeth to the Lord," sent him on his way, his heart overflowing with gratitude, and his prayers directed to Heaven for blessings on the venerable Hero.

HARRISON GIVING AWAY HIS ONLY BLANKET.

During the pursuit of Proctor, all HARRISON'S baggage was carried in a valise, and his bed was a single blanket fastened over his saddle. This last he gave to Colonel EVANS, a wounded British officer.

1. Which of the examples below best describes Harrison's act of benevolence? (CC.5)

- A. Harrison Giving Away His Only Blanket
- B. Harrison's Address to Bolivar
- C. The Council of Vingennes
- D. Harrison Preferring Another Man's Son to His Own

2. What does the word "inexorable" mean as it is underlined in the text? (CC.4)

- A. Merciless
- B. Kind
- C. Generous
- D. Selfish

Assessing with Primary Sources (2)

Grade Level:	Grade 6
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Standard(s) or Objectives:	CCSS. RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	CCSS. RI.6.5-Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Morris Special Collections Resources:



Choice Farm Lands for Sale, Chicago, 1857

Choice Farm Lands for Sale, Box 5, American Broadsides from Pre-Revolution to Post Civil War, Special Collections Research Center, Morris Library, Southern Illinois University Carbondale.

Specific Pages Used: [http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+0170360a\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+0170360a)))

Topic Background:

The Illinois Central Railroad was chartered in 1851 to build a railroad from Cairo, Illinois, at the joining of the Ohio and Mississippi rivers, to Galena, in the extreme northwestern corner of the state (the "Old Main"), with a branch from Centralia (named for the railroad) to Chicago (the "Chicago Branch").

Excerpted from: <http://www.icrrhistorical.org/history.html>

Source(s) Used:

This is an advertisement about the Illinois Central rail road company prepared to sell about 1,500,000 acres of choice farming lands in tracts of 40 acres and upwards on long credits and at low rates of interest, Chicago, 1857. This notice gives information about the features of the land and how profitable it could be for the purchaser.

Multiple Choice Answer Key:

Question 1 – A & C

Question 2 – A

CHOICE FARM LANDS FOR SALE!

THE
ILLINOIS CENTRAL
Rail Road Company

Is now prepared to sell about

1,500,000 ACRES OF CHOICE FARMING LANDS,

In Tracts of 40 acres and upwards, on Long Credits and at Low Rates of Interest.

THESE Lands were granted by the Government to aid in the construction of this Road, and are among the richest and most fertile in the world. They extend from north-east and north-west, through the middle of the State, to the extreme south, and include every variety of climate and productions found between those parallels of latitude. The northern portion is chiefly prairie, interspersed with fine groves, and in the middle and southern sections timber predominates, alternating with beautiful prairies and openings.

The climate is more healthy, mild and equable, than any other part of the country—the air is pure and bracing, while living streams and springs of excellent water abound.

Bituminous Coal is extensively mined, and supplies a cheap and desirable fuel, being furnished at many points at \$2 to \$4 per ton—and wood can be had at the same rate per cord.

Building Stone of excellent quality also abounds, which can be procured for little more than the expense of transportation.

The great fertility of these lands, which are a black, rich mould, from two to five feet deep, and gently rolling—their contiguity to this Road, by which every facility is furnished for travel and transportation to the principal markets North, South, East, West, and the economy with which they can be cultivated, render them the most valuable investment that can be found; and present the most favorable opportunity for persons of industrious habits and small means to acquire a comfortable independence in a few years.

Chicago is now the greatest grain market in the world—and the facility and economy with which the products of these lands can be transported to that market, make them much more profitable at the prices asked, than those more remote at government rates—as the additional cost of transportation is a perpetual tax on the latter, which must be borne by the producer in the reduced price he receives for his grain, &c.

The title is perfect—and when the final payments are made, Deeds are executed by the Trustees appointed by the State, and in whom the title is vested, to the purchasers, which convey to them absolute titles in Fee Simple, free and clear of every incumbrance, lien or mortgage.

The Prices are from \$6 to \$30. Interest only 3 per cent.

TWENTY PER CENT WILL BE DEDUCTED FROM THE CREDIT PRICE FOR CASH

Those who purchase on long credit, give notes payable in 2, 3, 4, 5 and 6 years after date, and are required to improve one-tenth annually for five years, so as to have one-half the land under cultivation, at the end of that time.

Competent Surveyors will accompany those who wish to examine these Lands, free of charge, and aid them in making selections.

The lands remaining unsold are as rich and valuable as these which have been disposed of.

1. How does the author use important details to show that the Choice Farm Lands are profitable for sale? (CC.1)

- A. " The climate is more healthy, mild and equable, than any other part of the country -the air is pure and bracing, while living streams and springs of excellent water abound.
- B. "Competent Surveyors will accompany those who wish to examine these Lands, free of charge and aid them in making selections. "
- C. "They extend from north-east and north-west, through the middle of the State, to the extreme south and include every variety of climate and productions found between those parallels of latitude."
- D. "The lands remaining unsold are as rich and valuable as these which have been disposed of."

2. Why are paragraphs 1 to 4 important to the article? (CC.5)

- A. They provide important details about why Choice Farm Lands are good for sale.
- B. They provide a summary of the whole passage.
- C. They show that Choice Farm Lands will not benefit the buyers.
- D. They show that these Lands are owned by the Rail Road company.

Assessing with Primary Sources (3)

Grade Level:	Grade 6
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Standard(s) or Objectives:	CCSS.RI.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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Morris Special Collections Resources:

S. U. Downs, late Democratic Senator from Louisiana, has delivered and carefully prepared speech, published in the Washington Globe, says:
"I will open the opponents of Slavery to prove that the **White Laborers** of the North are as happy, as contented, or as comfortable as the **Slaves** of the South. In the South the slaves do not suffer one-sixth of the evils endured by the white laborers of the North. Poverty is unknown to the Southern slave, for as soon as the master of slaves become too poor to provide for them, he **SELLS** them to others who can take care of them. This, *sic*, is one of the excellencies of the system of slavery, and the superior condition of the Southern slave over the Northern **WHITE** laborer.
According to Mr. Downs, then, (good Democratic authority), all that the Northern white laborer requires is somebody to **SELL** him when he falls into poverty. Admirable philanthropy! Beautiful Democracy!
Senator Clemens, of Alabama, declared in a speech in the U. S. Senate that "the operatives of New England were not as well situated, nor as comfortably off as the slaves that cultivate the rice and cotton fields of the South."

The New Democratic Doctrine. Slavery not to be confined to the Negro race, but to be made the universal condition of the Laboring classes of Society. 1856
[http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+2330190d\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+2330190d)))

Topic Background:

In an appeal to northern laborers, this dramatic Republican broadside linked the Democratic Party to proslavery ideology defining all labor as servile. This text was reprinted in handbills and pamphlets for the 1856 campaign. This message is a bold expression of the conflicting cultures of the free states and the slave states.

Excerpted from :

<http://www.librarycompany.org/Republican/exhibition/Republican%20label%20copy/1856Campaign.htm>

Source(s) Used:

The sources used for this assessment is an excerpt which claims the southern slaves are being treated better than the white labors of the north.

Answer Key:

1. The slaves in the south do not suffer from poverty and any other evil acts done in northern states.
2. When the slave masters get poor, they try to sell the slaves.

The New Democratic Doctrine

....S. U. Downs, *late* Democratic Senator from Louisiana, in an elaborate and carefully prepared speech, published in the Washington Globe, says:

"I call upon the opponents of Slavery to prove that the White Laborers are as happy, as contented, or as comfortable as the Slaves of the South. In the South, the Slaves do not suffer one-tenth of the evils endured by the white laborers at the North. Poverty is unknown to the Southern slave; far as soon as the master of slaves becomes too poor to provide for them, he *SELLS* them to others who can take care of them. This, sir, is one of the excellencies of the system of slavery, and this the superior condition of the Southern slave over the Northern *WHITE* laborer."

According to Mr. Downs, then, (good democratic authority,) all that the Northern *white laborer* requires is somebody to *SELL* him when he falls into poverty. Admirable philanthropy! Beautiful Democracy!

"If laborers ever obtain the political power of a country, it is, in fact, in a state of Revolution."--*Speech of F. W. Pickens, of South Carolina, in Congress.*

Senator Clemens, of Alabama, declared in a speech in the U. S. Senate, that "the operatives of New England were not as well situated, nor as comfortably off as the slaves that cultivate the rice and cotton fields of the South.

1. Does the author believe that the southern slaves are being treated better than the white labors of the north. Provide details from the text to support your answer. (CC.1)

1. _____

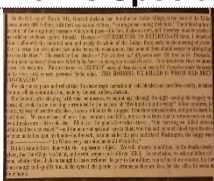
2. _____

Assessing with Primary Sources (4)

Grade Level:	Grade 6
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Standard(s) or Objectives:	CCSS.RI.6.2- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	CCSS.RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Morris Special Collections Resources:



Jackson, Andrew, 1767-1845
Some account of some of the bloody deeds of Gen. Jackson, box 6, American Broadside from Pre-revolution to Post Civil War, Special Collections Research Center, Morris Library, Southern Illinois University Carbondale.

Topic Background:

Jackson is tagged a murderer in the execution of 13 militiamen during the War of 1812 (in two separate incidents); and for the merciless extermination of nearly 1,000 Indians in March 1814 and other Indian prisoners in 1818.

Excerpted from: <http://alincolnbookshop.com/product/jackson-andrew-broadside/>

Source(s) Used:

The source used for this assessment includes excerpts from the bloody deeds of Gen Jackson. This excerpt talks about a massacre that took place in 1814 in an Indian village by Gen Jackson which caused the death of hundreds of people.

Answer Key:

Question 1 – D

Question 2 – B

On the 27th day of March, 1814, General Jackson had found at an Indian village, at the bend of the Tallapoosa, about 4000 Indians, with their *squaws* and *children*, "running about among their huts." The following is an account of the sanguinary massacre which took place—it is Gen. Jackson's own, and therefore must be received as sufficient evidence against himself. He says:—"DETERMINING TO EXTERMINATE them, I detached Gen. Coffee with the mounted men and nearly the whole of the Indian force, early on the morning of yesterday, to cross the river about two miles below the encampment, that none of them should escape by attempting to cross the river." The result he then details:—"Five hundred and fifty-seven were left dead on the Peninsula, and a great number of them were killed by the horsemen attempting to cross the river. IT IS BELIEVED THAT NO MORE THAN TEN ESCAPED. WE CONTINUED TO DESTROY many of them who had concealed themselves under the banks of the river, until we were prevented by the night. THIS MORNING WE KILLED 16 WHICH HAD BEEN CONCEALED."

We ask you to pause and reflect that the above tragic narration of cold blooded and merciless cruelty, is taken from an official communication, made by General Andrew Jackson.

The General, after sleeping (with what composure, we cannot say) through the night ensuing the tragedy we speak of, awoke in the morning surrounded by the corpses of "five hundred and seventy" fellow creatures, to cause, by way of worthy afterpiece, sixteen others to be dragged from their concealments, and put to death in cold blood. We cannot boast of more than common sensibility, but we must think that to witness such an act, would make ours a little cold also. What are the general's words?—these: "this morning we killed sixteen which had been concealed!"—and the man who acts and speaks thus; who has half as much blood upon his conscience, as he has upon his hands—he, forsooth, is to be called the peer and *like* of Washington, the happy warrior,—"he Whom every man at arms could wish to be."

But it is time to have done with the unpleasant subject. We will observe in addition to the details already given, that the village was burnt, and several women and children killed. In conclusion, we ask our fellow citizens, whether Gen. Jackson though he has contributed largely to the military reputation of our country, has not done enough to disqualify him, in the eyes of the people as virtuous as they are free, for the office he seeks at their hands.

West Woods was tried, condemned and shot. Before his trial, Gen. Jackson used this language to the court-mar-

1. Which statement from the article best represents a central idea? (CC.2)

- A. " We continued to destroy many of them who had concealed themselves under the banks of the river, until we were prevented by the night."
- B. " five hundred and fifty-seven were left dead on the Peninsula and a great number of them were killed by the horseman attempting to cross the river."
- C. "this morning we killed sixteen which had been concealed."
- D. "we ask whether Gen Jackson though he has contributed largely to the military reputation of our country, has not done enough to disqualify him, in the eyes of the people as virtuous as they are free, for the office he seeks at their hands. "

2. Which of these words is closest in meaning to exterminate in paragraph 1? (CC.4)

- A. Create
- B. Destroy
- C. Help
- D. Bear