

4.1 Identifying Broad Themes Across Source Variety

For Teachers: *Modules 1-3 have focused on the quality and relevance of information and have provided limited experience with inquiry thus far. Materials have been largely provided, and class discussions have been focused on individual sources and their argumentation and context, and discussions of their intersection have not yet been formalized. Module 4 begins to build students' skills for inquiry, which will become formalized and deepened over the next several modules before students must actively demonstrate proficiency of such in the basis of both official high-stakes tasks. First, students will be provided a mock version of simulated stimulus material similar to what they will receive from The College Board for Task 2 and as abridged in Exam Part B.*

Teachers may choose to engage sources in isolation in the same fashion as previous modules or may decide to do a more hands-off, student-led version of theme-building. Either way, students need to engage with each source provided, looking for broadly-connecting themes, areas of agreement or disagreement, or lines of reasoning and inquiry that flow between two or more of the sources. Students will then share their thoughts in a full-class brainstorming activity. Students have likely engaged in this kind of thinking in previous modules but will be asked explicitly to discuss sources as a synthesis rather than as isolated pieces of a conversation. The context for each source is less of a focus here, as the sources provide a springboard for inquiry rather than the focus of analysis.