## High School Social Studies Assignment Example Two

**This assignment is *strongly* aligned to the standards.**

*Teacher Notes*

**Introduction**

This Teacher Notes document provides instructional support for implementing the strongly aligned assignments to the [*KAS for Social Studies.*](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf) To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [High School Example Two Assignment Review Protocol](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_Assignment_Review_Protocol_2.pdf) for this assignment.

It is important to note that the assignment(s), indicated throughout the Teacher Notes with shaded boxes, and related resource(s) represent one example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in[Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

***KAS for Social Studies* alignment:**

* HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.
* HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.
* HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.
* HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.
* HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
* HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.
* HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.
* HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.
* HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.

*Educators may have to engage with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified*.

**Overview:**

In this assignment, students must investigate labor systems between 1300-1888 to determine methods used to extract labor from people for the purpose of expanded production at cheaper prices. To understand the creation of such systems, students explore a supporting question around incentives, which are the rewards or punishments which influence the choices of individuals. To understand themselves and how incentives act on people in the modern world, students will investigate how similar incentives are still impactful within modern systems of production through a compelling question. After their investigation of incentives guided by a supporting question, students will communicate their analysis by constructing an argument and designing an action plan. Thus, completing this assignment will enable students to understand the past and what decisions of the past account for present circumstances while using historical thinking skills to confront today’s problems.

|  |
| --- |
| **Setting the Stage: Compelling Question** |

| **HS.WH.I.Q.1** Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.  **Compelling Question:** How does the desire for inexpensive goods lead to unintended consequences? |
| --- |

Compelling questions are open-ended, enduring and center on significant unresolved issues. It is important to note that while this assignment provides a compelling question to demonstrate alignment, student development of compelling questions is a critical part of the inquiry process. Since HS.WH.I.Q.1 states “generate compelling questions,” teachers should provide opportunities for students to generate their own compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history. For more information on compelling questions, visit Section B: “What are Compelling Questions and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

For guidance on how to support students in generating their own compelling questions, teachers may implement strategies, such as the [Question Formulation Technique (QFT)](https://rightquestion.org/what-is-the-qft/), to support students in generating their own questions. It is important to note that strategies, such as the QFT, helps students, etc., develop their own questions; however, this strategy does not necessarily enable students to develop compelling questions. Teachers and students will need to evaluate the created questions posed using the characteristics of a compelling question to determine if the process elicited compelling questions or if the questions posed need to be revised to make them compelling. For example, a student may pose an open question that, with some additional revision, could become a compelling question to frame thinking, inquiry and/or understanding of key concepts in world history.

|  |
| --- |
| **Supporting Question** |

| **HS.WH.I.Q.2** Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.  **Supporting Question:** What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888? |
| --- |

Supporting questions are aligned to the compelling question and can be answered through using the concepts and practices of each social studies discipline. In high school, students are expected to generate supporting questions. Strategies such as [Ways Things Can be Complex](https://pz.harvard.edu/sites/default/files/Ways%20Things%20Can%20Be%20Complex%20-%20Exploring%20Complexity.pdf) [may be used to support students in this work.](https://pz.harvard.edu/sites/default/files/Think%20Puzzle%20Explore_1.pdf) For more information on developing supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?”

from the [Inquiry Practices of the *KAS for Social Studies*](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

**Investigation: Part 1**

In order to investigate the supporting question for this assignment example, students will examine how continuities in the desire for cheap labor led to chattel slavery within the Atlantic System.

| **HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.** |
| --- |

Prior to engaging in research, ensure that students understand the success criteria for this investigation:

|  |
| --- |
| I can describe how continuities in the desire for cheap labor led to chattel slavery within the Atlantic System by gathering information and evidence from credible sources. |

In a whole group discussion, ensure that students understand that they are required to demonstrate their understanding of how continuities in the desire for cheap labor led to chattel slavery within the Atlantic System by gathering information and evidence from credible sources.

In order to support students’ understanding of the Atlantic Slave Trade and the time period when it occurred, have them watch the following video:

CrashCourse. (2013). *The Atlantic Slave Trade: Crash Course World History #24*. <https://www.youtube.com/watch?v=dnV_MTFEGIY>

Students may watch the entire clip or they may watch an excerpt. Once students have finished watching the entire or excerpted video clip, have them engage with the [Connect, Extend, Challenge Thinking Strategy](http://www.pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_2.pdf) by responding to the following questions on their own paper.

|  |
| --- |
| Using the information provided to you by the video, ask yourself the following questions:   * How are the ideas and information connected to what you already know? * What new ideas did you get that broadened your thinking or extended it in different directions? * What challenges or puzzles emerge for you? |

Once students have completed the Connect, Extend, Thinking Strategy, conduct a whole group discussion where students share their responses to the previous questions. Once the whole group discussion has concluded, have students consider the following statement made at 1:37 in the video:

|  |
| --- |
| None of the primary crops grown by (enslaved individuals) - sugar, tobacco, coffee- is necessary to sustain human life. So, in a way, (the institution of slavery) is a very early bi-product of a consumer culture that revolves around the purchase of goods that bring us pleasure, but not sustenance. |

Next, inform students that they will research the consumption of sugar within the Atlantic System.

Students may engage with the following sources for this investigation:

* Chocolate Class. (2019) *One Thousand Years of Sugar: The Transition from Medicine and Elite Consumption, to Everyday Life in Great Britain*.Chocolate Class*.* <https://chocolateclass.wordpress.com/2019/03/15/one-thousand-years-of-sugar-the-transition-from-medicine-and-elite-consumption-to-everyday-life-in-great-britain/>.
* Earls, Averill. (2020, January 19). *Bittersweet: Sugar, Slavery, Empire and Consumerism in the Atlantic World. [audio podcast].* Dig: A History Podcast*.* <https://digpodcast.org/2020/01/19/bittersweet-sugar-slavery-empire-and-consumerism-in-the-atlantic-world/>.
* Godoy, M. (2015). *Tea Tuesdays How Tea + Sugar Reshaped the British Empir*e.National Public Radio. <https://www.npr.org/sections/thesalt/2015/04/07/396664685/tea-tuesdays-how-tea-sugar-reshaped-the-british-empire>.
* Rice, A. (n.d.). *The economic basis of the slave trade*. Revealing Histories*.* <http://revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade/articles/the-economic-basis-of-the-slave-trade.html>.
  + It is important to note that teachers may adapt or excerpt these sources to meet the needs of their students. They are not modified within this Teacher Note.

According to the *KAS for Social Studies*, students begin engaging with the Using Evidence standards throughout their Kindergarten through Grade 8 social studies program. However, teachers and students may need to address this gap in knowledge. Thus, this work may take additional time or days depending on the needs of the students engaging with this assignment.

Begin by having students source each of the documents listed above. The Stanford History Education Group (SHEG) states that “sourcing asks students to consider who wrote a document as well as the circumstances of its creation.” According to SHEG, prior to reading the document students should ask the following questions:

|  |
| --- |
| • What is the author’s perspective?  • Why was it written?  • When was it written?  • Where was it written?  • Is this source reliable? Why? Why not? |

Ask students to answer these questions about each of the four sources. Next, have students engage with a close read of the sources. While reading these sources, students should engage in close reading. According to SHEG, students should ask the following questions while reading the sources:

| * What claims does the author make? * What evidence does the author use? * What language (words, phrases, images, symbols) does the author use to persuade the document's audience? * How does the document's language indicate the author's perspective? |
| --- |

Provide students with the graphic organizer below to record their responses as they analyze each source:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source Title | What claims does the author make? | What evidence does the author use? | What language (words, phrases, images, symbols) does the author use to persuade the document's audience? | How does the document's language indicate the author's perspective? |
| [*One Thousand Years of Sugar: The Transition from Medicine and Elite Consumption, to Everyday Life in Great Britain*](https://chocolateclass.wordpress.com/2019/03/15/one-thousand-years-of-sugar-the-transition-from-medicine-and-elite-consumption-to-everyday-life-in-great-britain/) |  |  |  |  |
| [*Bittersweet: Sugar, Slavery, Empire and Consumerism in the Atlantic World*](https://digpodcast.org/2020/01/19/bittersweet-sugar-slavery-empire-and-consumerism-in-the-atlantic-world/) |  |  |  |  |
| [*Tea Tuesdays How Tea + Sugar Reshaped the British Empir*e](https://www.npr.org/sections/thesalt/2015/04/07/396664685/tea-tuesdays-how-tea-sugar-reshaped-the-british-empire.) |  |  |  |  |
| [*The economic basis of the slave trade*](http://revealinghistories.org.uk/africa-the-arrival-of-europeans-and-the-transatlantic-slave-trade/articles/the-economic-basis-of-the-slave-trade.html) |  |  |  |  |

As students are engaging with the sources, provide meaningful feedback to ensure students are acquiring the knowledge needed to meet the success criteria of this investigation. Some questions teachers may ask include, but are not limited to the following:

* How well are the students engaging with a close read of the sources?
* Are students close reading the sources correctly or incorrectly?
* What did the student do well?
* Where did the student go wrong?

Address any misconceptions that arise when engaging with the sources. After students have finished completing their graphic organizers, have students corroborate the sources. SHEG states that “Corroboration asks students to consider details across multiple sources to determine points of agreement and disagreement.” Ask students to create a Mind Map to visually organize their information as they engage in corroboration. Have students do the following:

|  |
| --- |
| Corroborate the four sources you have analyzed by responding to the following questions:   * What do other documents say? * Do the documents agree? If not, why? * What are other possible documents? * What documents are most reliable?   Create a Mind Map to visually organize your information. |

Explain to students that mind mapping is a non-linear, graphic way of organizing information that allows students to focus on the relationships between ideas. For more information on Mind Mapping, watch [Mind Mapping](https://www.youtube.com/watch?v=xCyjFipytRE) or visit [Mind Mapping](https://www.mindmapping.com/). For the purposes of this assignment, students would identify sugar as their main topic of study. Students would then complete the following:

* Have students identify sugar as the main topic of their map by placing it in the center and drawing a circle around it.
* Have students write down the main ideas that stem from sugar based on the information students read in the sources.
* Have students provide evidence for the main ideas that stem from sugar based on the information students read in the sources.

Have students be creative and add visual interest by having students use both printed and sketched images to support their exploration of the main topic.

Below is an example of from a Kentucky classroom:

|  |
| --- |
| This is a mind map created by a student in a Kentucky classroom. It contains a variety of text boxes with facts about sugar and images related to the topic that are connected with lines. |

Once the student’s Mind Maps are complete, have students provide each other with peer to peer feedback to support them in sharing the information they have learned and to address any misconceptions. One way to achieve this is to have students apply the success criteria to each other’s Mind Maps to provide formative feedback to identify areas of improvement. Students may ask each other the following question:

|  |
| --- |
| Can you describe how continuities in the desire for cheap labor led to chattel slavery within the Atlantic System by gathering information and evidence from credible sources? |

If students identify any gaps in their understanding after answering this peer to peer feedback question, encourage them to ask their peers or their teacher for additional help in clarifying any misconceptions.

Next, inform them that they will be using this knowledge to identify how individuals, organizations and governments respond to incentives in the decision-making process.

**Investigation: Part 2**

In order to investigate the supporting question for this assignment example, students must identify how individuals, organizations and governments respond to incentives in the decision-making process.

| **HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision-making process.** |
| --- |

Have students read the following article:

Econlib.org. Editors. (2019). *Incentives.* The Library of Economics and Liberty*.* <https://www.econlib.org/library/Topics/College/incentives.html>.

As students are reading the article, have them answer the following questions:

| 1. What are incentives? In your response, provide an example of the following:    1. a way in which a cultural norm may offer an incentive    2. a way in which a cultural norm may offer a disincentive    3. a way in which a financial incentive influences behavior    4. a way in which a financial fine influences behavior 2. What is the most common economic incentive? 3. How does the change in the price of a good provide an incentive for a consumer to change their behavior? 4. The article states that “tax rates affect incentives.” Provide one example of how taxes rates could be used to change behavior. 5. Why do incentives matter?    1. If you need additional support in answering this question, watch the following video to gather information to support their response.  * Villarreal-Diaz, M. (2011). What Motivates Us? [video.] *Learn Liberty.* <https://www.learnliberty.org/videos/what-motivates-us/>. |
| --- |

To ensure students understand incentives, have students complete this [interactive activity](https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em378_Incentives.swf&lid=378) to assess students’ knowledge and understanding of incentives.

Inform students that they will now work in small groups to investigate the role of incentives in the development of the Atlantic System, which is one example of a labor system that existed between 1300-1888. For guidance on how to lead a group discussion, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/teaching-practices/setting-up-and-managing-small-group-work/). In order for the successful implementation of small group work, teachers must be mindful of organizing the small groups purposefully, clearly stating the expectations of the assignment being completed and clearly identifying student roles.

| Economic Actors | Incentive Leading to  Use of Slave Labor | Financial/Cultural |
| --- | --- | --- |
| Individuals |  |  |
| Organizations |  |  |
| Governments |  |  |

Some possible answers include, but are not limited to the following:

| Economic Actors | Incentive Leading to  Use of Slave Labor | Financial/Cultural |
| --- | --- | --- |
| Individuals | 1. sugar (it’s addictive and tastes good) 2. calories for industrial work 3. making caffeine taste nice 4. prestige 5. cheaper products | financial  financial  cultural  cultural  financial |
| Organizations | 1. profit 2. prestige 3. empire building 4. monopolizing trade | financial  cultural  financial/cultural  financial |
| Governments | 1. tax revenue 2. empire building 3. national power 4. military strength | financial  financial/cultural  financial/cultural  financial/cultural |

Here is an example from a Kentucky classroom:

Economic actor: individuals
Incentives leading to the use of slave labor:
1. Sugar (it's addictive and tastes good): Financial
2. Making caffeine taste better: Cultural
3. Cheaper products: Financial
4. Prestige: Cultural
5. Calories for industrial labor: Financial

Economic actor: Organizations
Incentive leading to use of slave labor:
1. Profit: Financial
2. Prestige: Culture
3. Empire building: Cultural
4. Monopolizing trade: Financial

Economic actor: Governments
Incentive leading to use of slave labor:
1. Tax revenue: Financial
2. National power: Cultural
3. Military strength: Financial
4. Empire building: Financial


Once students have completed the graphic organizer, ask them to consider what they have learned about labor systems between 1300-1888, the methods used to extract labor from people for the purpose of expanded production at cheaper prices, and incentives as they answer the supporting question in the assignment below.

**Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* alignment:**   * HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions. * HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process. * HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888. * HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history. |
| --- |

In these assignments, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question.

| **Task Aligned to the Supporting Question:**  Gather information and evidence from credible sources and use appropriate evidence to construct a claim to answer this supporting question, “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?”  In order to answer the supporting question, be sure to do the following:   * Demonstrate your understanding of how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888. * Include your evaluation of how individuals respond to incentives in the decision making process. |
| --- |

**Student Work Samples:**

Below are authentic student work samples from Kentucky classrooms of the Task Aligned to the Supporting Question.

**Strongly Aligned Work Sample:**

|  |
| --- |
| The incentives that fueled the use of slavery and other forced labor in the period 1350-1888 were inexpensive products, monopolizing trade, and empire building. When looking at industries such as the sugar industry, forced labor was a way to capitalize on revenue from the trade. Empires like Great Britain utilized slavery to make bountiful productions of goods to dominate trade. According to “Bittersweet: Sugar, Slavery, Empire, and Consumerism in the Atlantic World”, the author explains how slave trade paralleled the growth of sugar consumption in society. So as a way to continue to provide people with an inexpensive good such as sugar, forced labor was increased to make a plethora of it. This practice was accepted and taken advantage of to lower the price of luxury goods and further fuel slavery. Additionally, in “Tea Tuesdays: How Tea+Sugar Reshaped The British Empire”, the author details how sugar used in tea created a cheap source of calories for workers in Great Britain. As a result, the British Empire flourished, for their workers could inexpensively consume sugar to gain energy for their work. In the same effect, the increased production in their colonies helped the British Empire grow. |

**Partially Aligned Work Sample:**

|  |
| --- |
| Organizations used slave labor because it was cheap and due to the increasing demand of sugar the public wanted the price to be lower so organizations used slaves as labor to give the public the privces they wanted. ̈They soon saw that their sugar plantations needed a large number of workers and they decided enslaved Africans could best provide this labor. ̈ and since they were using the enslaved Africans they didn't have to pay their workers because they owned  their workers.  Government used enslaved africans to speed up the process of the industrial revolution because the selling of slaves to the coloneis and industries provided the country with the profit needed for the country pay for all the new inventions. ̈The enormous profits made on the backs of enslaved African plantation workers provided the large sums of money needed for the rapid industrial expansion that took place in Britain. ̈  Individuals that are in the working class enjoyed sugar as a sweet and quick source for calories. Which was needed in all their meals. ̈...sugar proved good for business in another sense: as a cheap source of calories for the working classes. ̈ |

**Weakly Aligned Work Sample:**

|  |
| --- |
| The demand for things like sugar began to increase. They needed more slaves to make production faster and higher. “Sugar was expensive and relatively rare,” this explains how the rise of sugar production came to be when they has more slaves. It became more available to lower classes of people. |

**Task Aligned to the Compelling Question:**

| ***KAS for Social Studies* alignment:**   * HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history. * HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history. * HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history. * HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history. * HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history. |
| --- |

This assignment culminates with students using their historical thinking skills to identify and confront today’s problems while engaging in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how students can address a local, regional or global problem that results from the unintended consequences of desiring goods.

| **Task Aligned to the Compelling Question:**  How does the desire for inexpensive goods lead to unintended consequences?  **Part One:** Construct an argument to answer the following compelling question: “**How does the desire for inexpensive goods lead to unintended consequences?**” Gather information and evidence from credible sources and use appropriate evidence to construct claim(s) and counterclaim(s) to answer the compelling question.  **Part Two:** Based on your argument to the compelling question, investigate your slavery footprint using <http://slaveryfootprint.org/>. Using this knowledge, identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. Be prepared to share your response through meaningful discussions and democratic discourse. In your discussions, respect diverse opinions related to the problems that result from the unintended consequences of desiring goods at low prices.  **Part Three:** Engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how you can address a local, regional or global problem that results from the unintended consequences of desiring goods. |
| --- |

**Notes for Part 1:** All valid claims must be based on logical evidence. In order for students to construct coherent arguments and explanations using their understanding of the social studies disciplines, they must understand how to substantiate those claims using evidence. This skill requires students to collect, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim.

**Notes for Part 2:** A student’s ability to effectively communicate their own conclusions and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Students should have communication opportunities inside and outside their school walls to share their conclusions and hear the voices of those whose conclusions may be different. This is central to students’ preparation for a successful transition into civic life.

For guidance on how to conduct a class discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.

In the *KAS for Social Studies*, democratic discourse is defined as follows: “a debate where one or more highly valued positions search for authentic truth and are recognized without giving up their valid claims/position.” For guidance on how to facilitate democratic discourse, visit TeachingWorks Resource Library on [Implementing Norms and Routines for Discourse](https://library.teachingworks.org/curriculum-resources/materials/social-studies-implementing-norms-and-routines/) for information on how to implement norms and routines for classroom discourse and work.