

4.1 Identifying Broad Themes Across Source Variety

For Teachers:

Modules 1-3 focused on the quality and relevance of information and have provided limited experience with inquiry thus far. Students have largely been provided materials, and class discussions have focused on individual sources and their argumentation and context. However, discussions of their intersection have not yet been formalized. Module 4 begins to do so by building students' skills for inquiry, which will be deepened over subsequent modules before students must actively demonstrate such proficiency throughout the official high-stakes tasks. To begin, students will receive a mock version of stimulus materials simulating those they will receive from the College Board for Task 2 and as abridged in Exam Part B.

Teachers may engage sources in isolation in the same fashion as previous modules or decide to do a more hands-off, student-led version of theme building. Either way, students will 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 sources. Students may then share their thoughts in a full class brainstorming activity. They have likely engaged in this kind of thinking in previous modules, but this time will be expected to explicitly discuss sources as a synthesis rather than as isolated pieces of a conversation. Source context is less of a focus here, as they provide a springboard for inquiry rather than the focus of analysis.