

## 16: 7th Social Studies Newspapers PostInt

Speaker 1: How were you effective in communicating the purpose of the lesson?

Speaker 2: I think I started out by telling them what our grand purpose is, just kind of reminding them. I've mentioned it a few times, they haven't actually seen it. It is up on the website for them to see the project but I don't think anyone's gone there yet. But just kind of saying "We're doing this Pacific Islands Hawaiian History content for social studies". For quarter two our big project is going to be to create this newspaper pre western contact. I kind of told them that. I think that's kind of like oh okay whatever. That's too far away, I don't know what you're talking about. I told them in order to get ready for that, we need to figure out what a newspaper is. Then I brought it to something more current and more tangible. I did kind of set up the broad picture going towards our future, but I think especially for them that's too far. Just letting them know that's there, this is what our end goal is, that was done. The essential question, setting that up in the beginning so they kind of see the purpose of what today's lesson is. The purpose of today's lesson is just to kind of see how a newspaper influences a community.

As I went through the lesson I didn't say to every single person, because I don't think they were all ready to hear it, but I had a really good conversation with one of the groups and they were talking about how the newspaper was different or affecting them or changing them. I didn't give them the answer, I didn't make the connection for them, but I told them remember this conversation because we're going to use it for later on. I want them to kind of see different things. Just physically they were getting lost, they didn't know where things were. Where are the editorials? We'll look in the table of contents and it didn't specifically say editorial. They're so [00:02:00] used to just Googling editorial and then just instantly comes to them. They're not used to actually having to look and see and analyze what's the layout what's the layout, what's the setup. I think kind of getting them to get the experience, and then we'll take a step back and reflect and go what'd you find? What was hard? What was easy? Then connecting it back. Just kind of going back and forth for them.

Speaker 1: What parts of your instructional practice were most effective supporting students to meet the learning objectives? Why?

Speaker 2: My practice was most effective for the students. Was the ease of dialogue that we had in the beginning. That discussion. I had pre-scripted questions that I wanted them to go through, but as we went the kids had really great insights, really great observations, really great questions and so I included some of their things. I adapted. One thing that I had not anticipated at all thinking about was literally have any of you been in the newspaper? Tons of them have been in the newspaper. Then we kind of narrowed it down, well who's been on the front page? A bunch of them have been on the front page. That was an amazing connection because boom, that was relevance and connection. Because it's now the newspaper is not something for other people, it's something for me or if not something that my classmate, my neighbor has been in. It made that connectivity way better for the students.

Speaker 1: What role did organization play in this lesson (planning, classroom set-up)?

Speaker 2: Huge. Prior organization I think was very, very important. I tend to just have a grand idea of what I want to do and I kind of know what I need to do, but sometimes I still wing it. This one, I really wanted to be specific in what I did. I noticed I'm new to teaching seventh grade this year, I'm used to teaching 9th grade. I've done that for 10 years. Seventh grade I know they need [00:04:00] a lot more structure, I have to have a tight ship. I have to know exactly what I'm going to do.

I did move the tables, I moved the tables because I knew I wanted them to be in small groups. We were previously in a giant round circle that the students really enjoyed but for the purposes of dialoguing with the group members and kind of checking out each other's work, definitely felt that tables were better. It's also easier for me to walk around. I wanted to be able to walk around and talk to each table and check on them, into the circle it's a little bit more awkward. The table movement was important, setting up the order of my things.

I definitely wanted to give them some background information, I wanted to give them some kind of engagement, I wanted to do the scavenger hunt, but I wasn't sure which order to do that in. Sitting down and figuring that out was really important. I ended up doing the definitions in the latter half. Because I thought if I just throw definitions at them, they won't be engaged. They won't even know what these things or why they need them. I thought it was just better to start with themselves first. What is your personal interaction with a newspaper, then let them have the newspaper hunt, and then as it pops up: questions that they're not sure of, things that they don't understand, what is an editorial. That was probably the biggest one what is an editorial, nobody knew what that was. That's one of the vocab words that we'll be going through.

I also just this morning, thought of adding a pre-write. That I think was really beneficial. Giving them a chance to process the essential question. Giving them a chance to just kind of write down, get connected, get centered. Even if it has nothing to do with content, just being a student. Here we are, I'm going to start with the lesson- what's my connection to this lesson, jotting down my ideas. It's going to be really great for them when they see before the lesson this is what I knew, after the lesson this is what I know. They can see their own personal growth, I think that's really important. Pre [00:06:00] writings not something that I always do, but for this situation I thought it would be beneficial, and I think that that was a good all. As of this morning I was still changing things.

Speaker 1: How do you think the lesson went in regards to student engagement?

Speaker 2: In regards to student engagement I think this lesson went really well. I was super pleased. Students who don't always talk, talked. I don't know if it was because there was a camera was here, but I didn't think that they were playing to the camera. The students who usually raise their hands, they were raising their hands, but I did see a lot of engagement even if they weren't physically speaking. Just at the tables, just kind of looking at things, talking to each other, checking out who's been into the newspaper. I

didn't see anyone just sitting there, pretend hood over themselves. Totally proud of our discussion. Everybody was involved. I saw some students who don't normally talk, they had something to say, so they were talking even just at their tables. I thought it was really, really well. Sometimes they would get a little bit too excited and a little bit too off task, but they're really good about focusing in. They might need a couple reminders coming back to focus. They we're able to differentiate between what they're talking about and what I want to talk about.

One example was we were talking about the newspaper, then we kind of got off on the tangent of the news, and they started talking about the news. I was able to bring them back and say that's great, definitely we have newspaper and TV news, but what is our focus today? They all said newspaper, so I'm like okay let's bring it back to newspaper. I think still honoring the fact that the news is an element where we get the same type of information and for me just processing that I was thinking this is definitely a point that I'll need to make. Where we've got these different venues of receiving information now, what's the difference. [00:08:00] Compare and contrast them, analyze them, what's better what's worse, why is this one good in what situations? Is this one good better or worse.

As they go through discussion, as I see them going off on tangents, it helps for me to change my practice to fit more of what they're needing to find out.

Speaker 1: How do you think students found this lesson meaningful and relevant?

Speaker 2: I would love to think that they thought it was completely relevant and completely meaningful. I think that they, I honestly don't know if they got the meaning and the relevance completely yet, I do see them having engagement with the newspaper. As we progress the next couple of lessons that's when I will be able to take them deeper into their understanding of why we're utilizing the newspaper. Its not just to check on the sports scores right. We're actually analyzing what elements are in the newspaper, why they're there, and how the newspaper portrays a society. Which goes to their grand summative project, of portraying the Polynesian society.

What articles will we need to create that will show a Lei person, someone back in America, what Samoa is like. What elements are we going to talk about? Are we going to talk about sports and the lava flow? What are we going to talk about. That way someone in a different country will look at it and be like "Oh I understand what life is like there."

Speaker 1: How would you like to develop this lesson in the future?

Speaker 2: This lesson is part of a grander lesson, so it was my introduction. Definitely I'm going to see what they needed. Today I think they need the definitions, we're going to continue with that. I think I need to go deeper in the connecting and showing them how this connects to the grand picture of analyzing the Polynesian society [00:10:00] and choosing elements of the culture to put into their topic. I plan already to- today was just

superficial. It was just like tearing up the newspaper and seeing what's in there. Looking through the cartoons, looking our sports score.

Their next step is they're going to have one single newspaper article and they're going to kind of analyze just that specific article. Then over the weekend, because they have a four day weekend, they're going to take that newspaper and they're going to look for articles that are connected to their freepa topics. On Friday we're going to look at freepa. What is family, what is religion, what's the key words that are related to it, what are the topics. I have a handout for them with all the subcategories under it. It would be family, religion, education, economics, politics, and art. Their next task is not just to officially look at the newspaper but to look at the cultural pieces of evidence that they can find in the newspaper, related to freepa.