

21: 8th_SocialStudies_Research_Main

Teacher-2: We'll get going after the announcements folks. Just have your bell works, your planners good; your homework in your planner please, and your bell work ready to go.

Oh sorry, I didn't follow that. What's up? Sharpener? It's the same place it always is, by that box. I think so, if it's not there someone stole it, I'll get you another one. Good?

Announcer: Good morning, today is Wednesday, April 22, 2015. I have some special announcements that are special to our sports fans, but really are for every single student, because we all have our [inaudible 00:00:46], so tomorrow, Thursday, we do have our five on five competition...[crosstalk 00:00:54]

Teacher-2: Did you sign up "student"?

Student: Yeah.

Teacher-2: Yeah? Who's on your team?

Student: Well, they signed me up.

Teacher-2: Good.

Student: They signed me up.

Teacher-2: Awesome man.

No, I think I tossed them.

Student5: Did you check already?

Teacher-2: Yeah.

Student: Do you have a pencil?

Teacher-2: Do I have a pencil? Yeah, give me just a second, I'll get you one, okay?

Student: I just need mine and everything, I forgot what it was.

Teacher-2: Oh okay. No worries, I'll get ya. Here, I'm going to get you a pen for now. I'll get you a pencil in a second.

Hey "student"! Sorry "student".

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Excuse me brother, I'm [00:02:00] going to get this cord from underneath your bag. Thanks, sorry, I didn't want it to get pulled down. No, you're good.

All right! Good morning. Good morning. Good morning. Holy cow I'm happy you're here, been looking forward to this day. If you haven't already, write your homework into your planner please. I'm going to give you a planner-check Monday of next week, since I won't see everybody on Friday. Monday of next week we'll have a planner check, so that way you get your points for the week, okay?

In addition to that you have a bell-work question, we've been leading up to the Civil War, and I've been kind of dangling it in front of you. Well today, you're going to get a chance to look at it. I want you to start to think, I want you to explain 2 ways you think war, any war, not just the Civil War, but if you're struggling you can pick the Civil War, explain the way a civil war or any war impacts a country. Okay? I gave you some hints. How might it impact the people? How might it impact the economy? How might it impact its government?

I'm going to give you guys 5 minutes to write to that and then we will discuss it.

Student6: Today's the 22, right?

Teacher-2: Today's the 22nd, yep.

Good "student", nice try man. [00:04:00]

Okay. Wow "student", good job man.

Good to go? Fantastic, you guys are awesome.

How you coming man? Another minute? Okay.

"student", how's the ankle? Yeah?

"student", you got another game this weekend?

Student: Yeah.

Teacher-2: Yeah? Who do you play?

Student: [inaudible 00:04:43]

Teacher-2: Oh, sounds like a big game, yeah?

Student: Yeah.

Teacher-2: Is that your rival?

Student: Yeah.

Teacher-2: Do I know anyone on the team?

Student: [inaudible 00:04:49]

Teacher-2: Oh really? Ooh. Let me know who wins that one.

Hey “student”, how's your morning yesterday? Paddling? Good.

Student8: Do we need to turn this in?

Teacher-2: Yes, but not yet, hold that thought.

Okay, let's dive into this. What's one way a war can impact a country?

There it is, we've got to break the ice. “student”.

Student: It can take away their resources, because you need to give most of your resources to the men in the battle.

Teacher-2: Nice, so those resources instead of being focused on the people, or development, or technology, they're forced towards war. Nice, awesome.

Student: Money.

Teacher-2: What's that?

Student: Money.

Teacher-2: How so?

Student: You have to pay. You have to give money to build weapons and transportation.

Teacher-2: For sure. Again, kind of like the same with “student” but a different angle. Your investing that money into the war, rather than technology development, production, [00:06:00] whatever, building schools, roads, whatever. Nice man.

“student” go for it.

Nice man, very, very cool. Somebody else? No? “student”, nothing?

Student: A little shy this morning.

Teacher-2: Yeah, a little bit, that's all right. We got some start.

“student”, did you get one?

Student: No.

Teacher-2: No? “student”, what did you say?

Student: They have the chance of not winning the war.

Teacher-2: What does that mean? Like, if they lose, what is the effect of that?

Student: Taken over by whoever.

Teacher-2: So the ruling of that, and let's say you lose, now you have the loss of life, or resources that “student” was saying, or the financial burden that “student” was saying, and you lost? That's like the worst thing isn't it? Awesome, you guys got some good ones. That's a great start.

We are going to get a chance to look at three different things today. You guys can see we're in groups. It's been a little while since we've been in groups, it's because we're going to do station rotation. I was telling you guys this was one of my favorite lessons, and it's because of this. You're going to see three different stations today, okay?

Over here you have images from the Civil War. You have images from Gettysburg, from medical tents, and even one gentleman that was photographed after the war. He's like, this is what happened to me. I won't spoil it for you, but I'll let you see it, you guys can figure that out for yourself.

Over here too, you'll see a table to statistics. You'll have population for north and south, which we've kind of looked at a little bit already, and you'll have deaths that happened in the war, and also deaths that happened after the war as a result of. Actually did you know more people died from their wounds, than actually died from the wound? Like more people died from the disease that comes after trying to heal the wound than the wound itself. Yeah.

Then lastly, you'll look at this guy named [00:08:00] General Sherman. Has anyone ever heard of him before? Sherman's march to the sea? “student”, what is that man? Do you know?

Student: [inaudible 00:08:08]

Teacher-2: Okay. He destroyed everything in his path. From the north, to the coast of Georgia, and you're going to look at that. The idea is to look at what impact... It's called the scorched war approach. It means I will burn and destroy every

single thing I come across. Crops, tear up railroads, all of the above, what effect does that have on the population. Yeah, right?

Does anyone else want to pass out and get a chance to walk around? Yeah, come on up "student". "student" you too? Here you take "Teacher-2". One to everybody, okay?

What's coming around to you, is what you're going to fill out. You have three different questions for each station. You have 3 different questions for each station. For those of you who were observant, you'll notice that each of those is a costa level question. Starts with level two, moves to level three, ends with level... Scratch that, starts with level one, moves to level two, ends with level three. The nice part is I think those questions are all very tangible for you. I think every single one of those is very answerable, I think you can get there, just requires a little bit of thought.

Teacher-1: If everyone can take everything they have on their desk and put it away, besides something to write with and the sheet that goes to the stations that we just handed out to you, because people are going to be coming to your desk. We'll make it nice and clean, okay?

You'll notice that there are numbers on the stations, so "student", what number station are you at?

Student: One.

Teacher-1: What do you think you're going to go to next?

Student: Two?

Teacher-1: Yes, okay, so the only difference is that these are the same as these, so if you start at four, you're going to go to five and then six, okay? Then, six, you'll move around to four. Same with you guys, one, two, and three, three, you'll go to one next. [00:10:00] You have seven minutes for each station. Please take your time in answering the questions, we'd like complete thoughts, complete sentences, okay? If you're having a hard time with the questions, you need to ask your table partners first, and then raise your hand and we'll come around and help you. The stuff on the table is pretty self-explanatory, you will be okay. Like I said, everything put away except for the one thing you are working on and a pen or pencil.

Teacher-2: Anybody have any questions before we start? Anything unclear "student"? You know pretty much what you're doing?

Student: Yeah.

Teacher-2: Okay. If you forget, directions are on the board, up here. Same thing Ms. Shirt just said, seven minutes per station, you'll have time to answer each question. You'll hear the little beep go off, you've heard it before, you'll rotate, I'll give you 30 seconds to rotate, and we'll do that. You'll have an exit ticket at the end. Our focus foot guys, our question of the day, is to answer this. We're looking at the impact of the Civil War, so you are going to evaluate that. You're going to have to give me two examples, two pieces of evidence from one of your stations to support your claim in evidence. Make sense? Cool, not so hard is it?

The goal of this, guys, just so you know, is not for you to just look at the Civil War. We know you're going to have to write that essay, right? Next week, we're going to dive into that. This is part of that, this will help you, but bigger picture guys, I want you guys to think for yourselves, right? We have just ended a war for 14 years, you know there will be another one coming down the road and any current event you can put this thought process to. The idea is do the goals outweigh the negative effects? Is the outcome that we want outweigh what the costs are? In this case we know what ended after the Civil War?

Oh, don't go cold on me. What went away after the Civil War? Thank you, yeah slavery. That's the big goal right? We went toward end slavery, amongst other things, but that became the major goal, so [00:12:00] does that goal, does ending slavery, outweigh the death, the impact on the people, how it affected our economy, does it outweigh all of those things, okay? Just like other wars we're going to go into outweigh, or the conflicts we're going to go into, outweigh the negative effects? Okay? You excited? You awake? Kinda, sorta.

Well, lets start. Why don't you start at the station that you're at? I'm going to start the timer for seven minutes, if you're on the videos, the computers, you're going to have to share for the table. Just hit play, I think they're good to go. Questions before we start? All right, let's get going then. If you guys have questions while you're working, just let us know, raise your hand.

[Silence 00:12:43]

Number 3? Oh okay. [00:14:00]

Teacher-1: What do you think the impact of that was?

Student15: [inaudible 00:14:29]

Teacher-2: What are you doing for number two?

Student16: I don't know what to do for number two.

Teacher-2: Okay, so knowing the family members of the dead or wounded would have been seen... that the family members would have seen these pictures. Right? What effect would that have taken on the family?

Student16: Might not go into war.

Teacher-2: Why do you say that?

Student16: Because they are going to die... not wanting family members to die anymore, because they want to stay alive.

Teacher-2: That's exactly it, man, so like when you're seeing; well, I mean it looks a lot different than your family, he's got a nice beard at least, right? Imagine this was your brother or whatever, right? In the newspaper you see this picture of him and he's lost an arm, just like you said man, you're going to feel frustrated, you're going to be mad that this war did this to your family. Absolutely man, it's just like you said. Yeah, cool, dive in man, that's awesome.

“student” how are you doing man? Does it make sense what you're doing? Yeah?

Student17: What are the periods today?

Teacher-2: It is the same, same as any Wednesday. It's up on the board if you need it.

Student17: So it's not block schedule?

Teacher-2: No, not block schedule today. [00:16:00]

You noticed the person without the arm, which one? This one or this one? I'm looking at your number one, you said you noticed the guy without the arm. What did you think about it? Kind of gross? Okay, keep going. Do you know what you're doing for number two? Yeah, okay.

“student, how are you doing man?

Student: Good. I thought it was slightly graphic, I don't know why.

Teacher-2: Definitely, though. Have you tried to go on to number two yet? Go on to number two.

Student: Yeah.

Teacher-2: Absolutely, and that's kind of the point is that they're graphic. We knew the camera was invented this time, right? Remember that? So these pictures for the first time are being shown in newspapers, all right? Before people never saw what war looked like unless they were at war. Unless they were fighting in that war, otherwise they had no idea. Mom, back home, had no idea what war looked like, but now, people were seeing these images. This is actually from Gettysburg, this is one of the biggest battles of the Civil War, and people saw

this in the newspaper and this could have been somebody's son, brother, cousin, whatever, and people were like holy cow, that's what it looks like, that's what my son is going through?

Student: Yeah.

Teacher-2: Scary yeah?

Teacher-1: For those of you that are just sitting on the hypothesis questions, we'd really like to see it in hypothesis format. Do you guys remember?

Teacher-2: What's that? Yeah, totally. Actually, I was just saying this to "student", this picture, we knew the camera was invented at this time, remember that? For the first time, these pictures are being shown to people in newspapers, like in cities, before nobody knew what a war looked like, what a battlefield looked like, unless they were fighting one, but now moms and grandmothers are seeing what battle looks like. Are seeing what a war looks like after the fact. How do you think Grandma would feel if she saw this picture in a newspaper?

Student18: Sad[00:18:00].

Teacher-2: Yeah, why?

Student18: Because there was people dying.

Teacher-2: Yeah, definitely, and that's just it right there, man. You just answered it.

Yes ma'am.

Student19: [inaudible 00:18:16]

Teacher-2: We're going to do that tomorrow. I figured we've got enough going on, you know?

Watching it again?

Right on gentlemen.

Did you guys get finished?

Student19: Yeah.

Teacher-2: You guys are awesome.

All right, that is our bell. Take your paper and your pencil with you. If you're on the video hit pause, finish up the last one that you're on. I'll give you 30 seconds

to finish up the one that you're on. When you're done rotate to the next station, so, three goes to two, two goes to one. Actually let's go this way, one goes to two, two goes to three, three goes to one, four goes to five, five goes to six, six to... Yes, sir.

What's up? Are you trying to figure out what you're looking at? Okay. You've got different numbers from the Civil War, Civil War statistics. The first one you're trying to answer, question was what's the most shocking statistic on there that you saw? You have population for both sides, the north and the south. You have the number of soldiers who fought in the war for both [00:20:00] sides. Soldier casualty, so this is how different people died, different ways people died. People who may not have died, but were wounded, and here's the number of how many people actually died total in the war. Over a million people died in the war, both from being shot in the war, and their wounds later, the diseases that come of it. Over a million people died in just a handful of years. Does that make sense? Of all this, what to you is the most shocking, what stands out to you, what are you like holy cow that's a lot? The total?

How about you "student"? Of all of these numbers?

Student: Total.

Teacher-2: Total numbers.

Student: Population of some of them.

Teacher-2: Why is this shocking to you?

Student: Because that's how much people died.

Teacher-2: A lot, little?

Student: It's like a million and the population is at 22 million.

Teacher-2: Yeah, exactly. If there's 22 million people, plus nine million, so 31 million people, about 32 million people total, and over a million of those die, that's a lot, yeah? That's what I want you to write here. This number, this total deaths during the war was shocking because of what you just said. You good? All right brother.

Four to five, five to six, six to four. We are right on time. Everybody got what they need? Good to go? Questions? All right, seven more minutes, final seven minutes through your station. [00:22:00]

"student", if it's more comfortable, why don't you sit on the other side, then you can... I mean, follow your heart, but if you want to make it easier maybe. Okay. Maybe "student could be a gentleman and let you stay.

Yes sir.

Student21: What does number two mean by taken?

Teacher-2: We know at this time cameras are first invented. Remember that from the inventions project? Not only was this the first pictures taken of war, but this was these pictures were also put in newspapers for the first time. Families and people who have never been to war and don't know what it looks like are seeing the pictures of Gettysburg, which is that battlefield on top, one of the bigger battles of the war, where I think most people dies in Gettysburg, if I remember correctly. Then [00:24:00] moms, think of grandma, sees a picture of that battlefield in the newspaper and cousin "student" is right there in front, what effect is that going to have on Grandma? What effect is that going to have on the next generation of soldiers, are they doing to be more or less motivated to go to war?

I know, right? It's nuts. Well maybe he's been sitting there a while and the blood has pulled or something. Yeah, it's graphic, but that's the point though, people are seeing these graphic images for the first time. They're seeing what war looks like, even if they haven't been there.

Doing okay? Remember, if, and, because, right? If, something like the overall idea of this, if this thing happens, then this is the effect, because of this. You've still got four minutes, I'm going to let you dive into it, but if you need some help, let me know.

Doing all right "student? Know what you're doing? Okay.

Good job, "student". Do you know that's that hardest question that you're answering first? Good job, man, that's killer.

"student"'s group is talking to each other to try to understand the question.

You guys all done?

Student21: No.

Teacher-2: Can I see? If there was a way to avoid death [00:26:00]then we would probably go to war again, because soldier's lives weren't in danger. That makes sense. For you the biggest effect, the biggest problem is the number of deaths. If you could avoid deaths the conflict is no issue for you. Okay. That's the problem with war though, yeah? I don't know how you would do something like that. That's always the trade-off. Yes, we ended slavery, but a million people died for the cause, is that worth it? That's what I want you to decided, and not just for this, anything that you come across in the future, whatever the goal is, does that outweigh the cost, whether human lives, or financially, or whatever.

What's up man? You stuck? Which one? Number three, predict the impact images would have on American people, so you have these three images, yeah? This one on top, is of Gettysburg, it's one of the biggest battles from the war, more people died. That's the actual picture from the battlefield, the one on top, okay? The other two are effects of what happened to soldiers. You know how you get hurt, you go to the doctor, they fix you, at this time, they didn't have the technology to fix you, so what did they do? They cut off the problem. If you get shot here, in the forearm, instead of just being able to take the bullet out, give you some medicine, heal it all up, they didn't have that technology.

Student: They cut it off?

Teacher-2: They just cut it off. You'll see guys all the time with missing legs, missing whatever. Here's what I'm getting at "student", remember from the inventions project, cameras were just invented at this time. This is the first time these pictures are being taken. [00:28:00] People are seeing them outside away from the fight. These pictures are being put in newspapers. Imagine Grandma seeing this picture in the newspaper, what's Grandma going to think?

Student: My grandson, or my son.

Teacher-2: Right. Do you think it's going to make her excited? "Oh I'm so glad "student"'s in the newspaper".

Student: Dead.

Teacher-2: Right, it's not the best thing. Yes he's in the newspaper, but it's not for a good thing, it's not like he got honor roll or something, you know what I mean? Tell me how do you think Grandma, or anyone, would feel seeing these pictures in the newspaper for the first time?

Student: Terrified.

Teacher-2: Explain why. That's what I'm looking for.

Okay, that being our bell, go ahead and finish up what you're working on and head back to your desk. You're going to need your notebook for this one.

Teacher-1: Can we give them a couple minutes to finish, if they...

Teacher-2: Yeah, well we've got 10.

Teacher-1: So three minutes?

Teacher-2: We won't get to questions though.

Teacher-1: That's okay.

Teacher-2: All right friends, if you have anything that is unfinished, go back and work on those now. We're going to give you three minutes to go back and finish any unfinished questions [00:30:00] as soon as my computer works again, I'm going to put up your exit ticket and we'll do that next. If you finish up early you can take on the exit ticket questions in your notebook. There it is, cool.

You have two questions for your exit ticket.

Looks good "student". I'm proud of you man, you worked good today man.

Good "student". Regular schedule. Good "student".

"student", I want to snag yours for a second, I want to read a couple.

Oh, excuse me. Just getting it away from the edge. We'll see though. We'll see what time allows.

Doing okay?

Good "student", you really went deep with this, good job.

Student16: You know in the video, they were burning their houses, or the stores?

Teacher-2: All of it, everything. Burning crops, burning stores, burning homes, tearing up roads. [00:32:00] Okay. Do you know what you're doing? Do you know what you're doing? Do you know

Student: [inaudible 00:32:09]

Teacher-2: Do you know what you're doing for this question? Okay, remember when you were watching that video?

Student: Yeah.

Teacher-2: He was tearing up everything in his path, yeah? Why?

Student: He could win.

Teacher-2: What's that?

Student: So he could win.

Teacher-2: How would that help him win.

Student: I don't know what he did after that.

Teacher-2: Remember, he tore up railroads, he burned crops, he burned homes, he burned businesses, destroyed everything he came across.

Student: Supplies.

Teacher-2: Okay so resupplying themselves, like steal supplies, sure that's one. If they burn enemy homes, if they tear up enemy railroads, what's that going to keep the enemy from doing?

Student: How many are we supposed to do?

Teacher-2: For number two. If they tear up railroads, and they burn businesses, what that going to keep the enemy from doing?

Student: Coming to their home.

Teacher-2: Yeah, coming back. Fixing it, gaining a foothold, getting stronger, so the goal was to keep them from coming back and getting stronger. He wanted to just end of everything, destroy everything in his path, so they couldn't come back, so they couldn't fight back, does that make sense? Keep going "student", good job.

You guys doing okay?

Keely, how you doing man? Can I see your questions? This one is good, actually, all of these are good, they're all just level ones though. You don't need to erase it, leave it. Remember, you got it, so now just do a two and a three and you're there.

You doing okay?[00:34:00] What are you working on?

Student6: I'm done actually.

Teacher-2: Fabulous.

Student6: I don't even know what to do.

Teacher-2: Grab you notebook and answer those too.

Yes ma'am? Fabulous. Could you write, don't erase this, underneath it could you rewrite it using one of the words from level three, costa level three. There's one that would fit really nicely into that.

Today is the 22nd, yep.

Student: What's the name of the General?

Teacher-2: Sherman. S-H-E-R-M-A-N.

Teacher-1: What time is this class over?

Teacher-2: 45.

Yeah, bud, what's up?

Or 49, yeah, 49.

Student: What does number one mean?

Teacher-2: Okay, so, all of these things are from all of these stations, what... do you think the Civil War was a good or a bad thing? Why?

Student: Because [inaudible 00:35:29]

Teacher-2: That's one impact right there, that people were getting hurt, okay? Tell me why that's a bad thing. Why is people getting hurt in the war, why is that a bad thing?

Student: [inaudible 00:35:45]

Teacher-2: Loss from the families, what else?

Student: [inaudible 00:35:55]

Teacher-2: Tell me why.

Student: Because [00:36:00] the workers are dying.

Teacher-2: Dude, yeah, awesome, right that down. You just gave me two of them. One it's impacting families, because families are losing family members. Two businesses are going to take a hit, because they're losing their workers. Killer man. Nice job. Yeah, no thank you, that was awesome.

Just three? Just doing level three. Have you tried using the worksheet in your notes to help you?

Student15: [inaudible 00:36:37]

Teacher-2: I'll leave you alone then so I don't make it worse.

Can I see? Just need three, level three, or am I missing it? Oh, I see what you did. I see, sorry, my bad.

If the South won, what do you think would happen to the North? North would fight back and win. Basically, number three, you're asking, yes, the South wins, Civil War is over, does that mean all fighting is done? What happens next kind of thing? What do you think right now? I'm just curious, let's play that out, what do you think would happen?

Student15: I think the North would try to fight back because they don't like losing. They still believe in freeing slaves.

Teacher-2: That cause is so great or whatever, they wouldn't just roll over and give up? Interesting, cool. Who would be leading the charge do you think [00:38:00] in this anti-slavery crusade?

Student15: I don't think that the South keep Abraham Lincoln, I think that they would execute him.

Teacher-2: Somehow get rid of Abraham Lincoln.

Student15: Right.

Teacher-2: If there was a group of people in the North that would lead the charge to end slavery, who would that be?

Student15: Probably abolitionists.

Teacher-2: Why's that?

Student15: Because they fight to end slavery.

Teacher-2: That's the rebel cause, yeah?

“student” how much more you got my man? Finishing up two? Nice. When you're done, Joshua when you're done, I'd like you guys to share your level threes. I'm going to ask you guys to share one of them. Okay? If you have extra time, see if you can answer it. That's kind of what Jack and I were doing, but take your level three and see if you can answer one of them. Whatever one you guys decide is the best one.

Yes ma'am.

Student: Is the worksheet for homework?

Teacher-2: Yeah. Then it looks like you're done, yeah? [inaudible 00:39:17] may I see it? I'm actually looking for this, I want to see your last questions. Okay, nice. The positive impact is just that people are seeing the war.

Good "student". "student" has got out his notes, his costa level questions to help him write his questions. How's it going? How did it go? [00:40:00]

Student: Good.

Teacher-2: Of the three of you which one did you think had the best level three? You? Can I see it? Same question, that's cool. Same one I read before, or did you end up tweaking it?

Student: Yeah. What do you think would happen if the South won?

Teacher-2: What do you think would happen?

Student: Still have slavery.

Teacher-2: Slavery, well, not we. Maybe, I don't know Hawaii would but the South would for sure. Do you think that would mean the end of conflict? Civil War ends, South won... Awe, saved by the bell.

Thanks for playing along folks, if you're done turn in your worksheets in the turn-in basket.

Teacher-1: Make sure your name is on it.

Teacher-2: If you're not done, finish that tonight, I'll collect them tomorrow. Put those in the grade book. Thank you for your hard-work today folks, I'll see you tomorrow.

Turn-in basket. Turn-in basket, is it done "student"? "student"?