

21: 8th_SocialStudies_Research_StudentView

- Speaker 1: ...just like you said you're going to feel frustrated. You're going to be... this is what did this to your family. Absolutely man, because it's just like you said...
- Speaker 1: It'll be right up on the board if you need it.
- Speaker 2: Oh, it's not block schedule?
- Speaker 1: No, not block schedule. Did you notice the person... 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?
- Speaker 3: Be able to harvest the video more. Do you have something that you thought would help her out?
- Speaker 4: I said, "It would mean that there was more woman but the one with the children because if all the men that were left the it's the women and the children that have to do the work around the house.[00:00:59]
- Speaker 3: Yeah. And what did we even learn about the factories when we learned about who was working in the factories?
- Speaker 4: It was young women because they were... wasn't it because they could do it right more than when men would do it because they would follow what a man would do when a man might not do what another man might do.
- Speaker 3: That one aspect. Yeah, great job! And then also right next to this, right? So we have more women working and having to do these jobs and having to leave the home to take care of things that men were taking care of before. And you want to really think about the hole it would have left us in after. Does that help a little bit?
- Speaker 4: Mm-hmm (affirmative).
- Speaker 3: What do you think?
- Speaker 5: I think they shouldn't because parents would be devastated and it's kind of a personal thing.
- Speaker 3: Okay. So even though this shows the impact of the war, we don't necessarily want to take these pictures because of how damaging they would be to family members. Is that what you're thinking too "student"?

Speaker 6: No, because... Nobody wants to see...especially watching them die.[00:02:00]

Speaker 3: Very cool. Okay so, what about now? We wouldn't have these pictures if they hadn't been taken back then. So should we take them and keep them private or should they just not be taken at all?

Speaker 5: They should be kept private with historians.

Speaker 3: Okay, yeah, these actually went into newspapers. And the reporting system was really slow so sometimes, could you imagine if that's how you found out if one of your family members passed away?

Speaker 5: Mm-hmm (affirmative).

Speaker 3: Pretty unfortunate, huh?

Speaker 5: Yeah, wait I had a question. Did everybody take these pictures or was it just this guy?

Speaker 3: No. There are multiple pictures like this. If you look up... Photography wasn't that big so we don't have as many but it was voluntary to take them. Sometimes they took them for medical records but ones like this were actually taken for this purpose to show the impact of the war. Because you can tell people a bunch of people are dying but it's not really until you see it visually, right, that it has an impact on you.

Good job. [00:03:00]

Speaker 5: Thank you.

Speaker 7: They would have less supplies.

Speaker 3: Good. And what did you put for number three then? Are you still working on it?

What did you put? What did you think of the video? Did you find it more or less interesting? Or about the same?

Speaker 8: About the same.

Speaker 3: Okay. What's the best thing you learned from the video?

Okay, so write both those down and then use one more piece of evidence.

Speaker 9: Okay...[inaudible 00:03:51]

Speaker 3: Just that. Because we want that "why" part. Most important part.

Speaker 9: Because [inaudible 00:04:07] [00:04:00]

Speaker 3: Well you have to first put that they should not, right? Because that was what you decided and then you have to say why they should not have been taken. You can always come up with an in-between answer too like maybe they should have been in a newspaper so family members can see them. No wrong answer. Keep up the hard work.

A lot of people, yeah. And all those people are Americans, because we were fighting each other.

Speaker 10: Yeah.

Speaker 3: Very interesting. What did you put for number two?

Speaker 10: They would have way too little family members.

Speaker 3: All of those men had been working before. They're going to have no people to do those jobs anymore. So who has to do the jobs now?

Speaker 10: The people who didn't have jobs?

Speaker 3: "The people who didn't have jobs?" Do you remember learning about the factories in our last one when we talked about who worked in factories. [00:05:00] Who worked in those factories?

Speaker 10: The people who fought in the wars.

Speaker 3: "The people who fought in the wars" before, but do you remember those wools. Those plantation wools and those factory wools? Who were those for?

Speaker 10: I don't remember those.

Speaker 3: Do you remember that we talked about it was young girls who were working in those factories.

Speaker 10: Children?

Speaker 3: Yeah, because they didn't have young males to be doing these jobs, they were sending out who to do them?

Speaker 10: Children?

Speaker 3: Children, women. Keep up the hard work. You guys are doing good.

Speaker 11: People would sacrifice all their stuff in the war.

Speaker 3: Yeah, so they were willing to sacrifice everything basically to win. What kind of impact did that amount of destruction have on the opposing side.

Speaker 11: [inaudible 00:05:56]

Speaker 3: Yeah, do you think you can grow on that land again after they torched it? [00:06:00] And we know a lot about people and mostly their morals if they stay in rank. So what does that do to their moral?

Speaker 11: Wait, what is that?

Speaker 3: Like their outlook on life.

Speaker 1: [crosstalk 00:06:11] Okay go ahead and finish what you're working on. You're going to need your notebook for this one.

Speaker 3: How will it impact the war if everyone's feeling down...

Speaker 11: They're going to be vulnerable.

Speaker 3: Vulnerable is a great word.

I'm going to talk to the class. [00:06:29]