

21: 8th_SocialStudies_Research_Classroom

Teacher-1: If you haven't already, write your homework in your binder please. I'm going to give you a [inaudible 00:00:05] Monday of next week since I won't see everybody on Friday. [inaudible 00:00:11] that way you get your points for the week.

Tonight you have a [inaudible 00:00:14] question. We've been leading up to the Civil War, but I've been kind of dangling it in front of you. Today you're going to get a chance to look at it. I want you to start to think, I want you to explain two ways you think war, any war, not just the Civil War, but if you're struggling you can take the civil war. Explain the way the Civil War, or any war, impacts a country. I gave you some hints. How it might impact its people, how it might impact the economy, how it might impact its government. I'm going to give you guys five minutes to write to that and then we will discuss it.

[inaudible 00:01:49]

[00:02:00]

Okay. Lets dive into this. What's one way a war can impact a country? There it is. Gotta break the ice.

Student 2: It can take away [inaudible 00:02:30].

Teacher-1: Nice. There's resource instead of being focused on the people or development or technology, they're forced towards war. Nice. Awesome.

[inaudible 00:02:47] in groups, it's because we're going to do station rotation. I was telling you guys this is one of my favorite lessons and it's because you're going to see three different stations today.

Over here you had images from the civil war. You have images from the Gettysburg, from medical tents, and even one gentleman who was photographed after the war is 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 at three you'll see a table of statistics. You'll have population for north and south, which you kind of looked at a little bit already. You'll have deaths that happened in the war and also deaths that happened after the war as a result of it. Actually, do you know more people died from their wounds than actually died from the wound? More people died from the disease that comes after trying to heal the wound than the wound itself. We'll look into that today. Then lastly, you'll look at this guy named General Sherman. Has anyone ever heard of him before? Sherman's march for the sea? What is that man? Do you know?.

Student 3: [inaudible 00:03:47].

Teacher-1: Okay. He destroyed everything in his path. From the north to the coast of Georgia. You're going to look at that and the idea is to look at what impacted ... It's called the Scorched War approach. It means I will burn and destroy every single thing I come across. Crops, tear [00:04:00] up railroads, all of the above. What effect does that have on population?

Anybody want to pass out, get a chance to walk around? Yeah. You too? 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. Three different questions for each station. For those of you who were observant, you'll notice that each of those is a cost a level question. Starts with level two, moves to level three, ends at level ... Scratch that. Starts at level one, goes to level two, and 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 are very answerable. I think you can get there, it just requires a little bit of thought.

Teacher-2: If everyone can take everything they have on their desk and put it away besides something to write with and the sheet that goes with the stations that we just handed out to you, because people are going to be coming to your desks. You want to make it nice and clean. Okay. You'll notice that there is numbers on the station. "student", what number station are you at?

Student: [inaudible 00:05:25].

Teacher-2: What do you think you're going to go to next?

Student: [inaudible 00:05:25].

Teacher-2: Yeah. Okay. The only difference in this is that these are the same as these. If you start at four, you're going to go to five and then six. Then six you'll move around to four. Same with you guys. One, two, three. Three, you'll go to one next. You have seven minutes for each station. Please take your time in answering the questions. We like complete thoughts. Complete sentences. Okay. If you're having a hard time with the questions, please ask your table partners first and then raise your hand and we'll come around and help you.

The stuff on the tables is pretty self-explanatory so you guys should be okay. Like I said, everything away besides [00:06:00] the one paper you are working on and your pen or pencil please.

Teacher-1: Do you guys have questions on what you're doing before we start?

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 thirty seconds to rotate and we'll be done. You'll

have an exit tick at the end. Our focus, or question of the day, is to answer this. We're looking at the impact of the civil war so you're 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 and evidence. Makes sense? Cool.

The goal of this, guys just so you know, is not for you just to look at the civil war. We know you're going to have to write that essay next week, we're going to dive into that. This is part of that. This will help you.

Bigger picture wise, I want you guys to think for yourselves. We just ended a war for fourteen years, you know there will be another one coming down the road. Any current event you can put this thought process to. The idea is, do the goals outweigh the negative effects? Does the outcome, what 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.

Student 6: Slavery?

Teacher-1: Yes, slavery. That's the big goal, right? We want war to end slavery. Amongst other things but that became the major goal. Does that goal, does ending slavery outweigh the death, the impact on the people, and how it affected economy? Does it outweigh all of those things? Just like, now. Are the wars we're going to go into outweigh the negative. You excited? You awake? Kind of. Sort of.

Let's start. Why don't you start at the station you are at. I'm going to start the timer for seven minutes. If you're on the videos or computers you're going to have to share for the table. Just hit play. I think we're good to go. [00:08:00] Questions before we start? Let's get going then. You guys have a-

Oh no way? That's really neat. Well I'm going to let you dive in then. If you have more questions, let me know.

Teacher-2: Those people ... and you're right. They were harvesting resources, they were in charge of our economy, basically and then when [inaudible 00:08:50].

Teacher-1: We're going to do that tomorrow. [inaudible 00:09:12]

Teacher-2: Great job. Then also it connects to this. Right? [inaudible 00:09:31]

Teacher-1: 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. Give you [00:10:00] thirty seconds to finish up the one that you're on and then when you're done, rotate to the next station.

Three goes to two. Two goes to ... Actually let's go this way. One goes to two. Two goes to three. Three goes to one. Four goes to five. Five to six. Six to four.

Teacher-2: The best way to think about this is to relate it to your own life. If you join the military and go off to war, and one of these pictures ended up being a picture of you, what do you think about the mom having to see that? Is it worth taking the pictures to show to show the impact knowing that it's going to hurt the family members? Just back that up with evidence and you're good to go. [00:12:00]

Teacher-1: "student", nice.

This is one of the bigger battles from the actual war. All right. This is the actual battlefield.

It looks like it. This guy's face is swollen or something. Then this guy ... This is not an actual photograph because it's kind of graphic. What they did was [inaudible 00:13:06]. If there's a bullet hole right here, they didn't have the medical technology [inaudible 00:13:15]. That's what happened to this guy. He got shot and the only way to save the arm [inaudible 00:13:23]. It's a disease and it basically kills off. [inaudible 00:13:32] Like frostbite. Kind of the same thing. It basically renders [inaudible 00:13:42] useless. The disease can kill you.

The disease?

No. [00:14:00] Yeah that disease, that bacteria gets into the wound. Gets infected.

Student 7: The disease came from being in a medical [inaudible 00:14:13].

Teacher-1: It sounds worse, right?

Student 7: Yeah. Really gross.

Teacher-1: This is what happens. I mean medical technology [inaudible 00:14:21] and that's why you see a whole lot here at this station. More people died from the disease than the actual gunshot. All right. Now that doesn't happen with this medical technology.

Yeah.

Yeah. Actually it's a really nice answer. You were saying it's going to impact people [inaudible 00:15:05]. Awesome. Nice. I was telling "student", what if grandma saw this picture in the newspaper? What's grandma going to think about it? Because before no one saw [inaudible 00:15:20].

Yeah, but it's also good because think about how much more aware people are. It's sad people are dying, absolutely. It's good people are finally informed. You know what I mean? Because then you can make a better decision. You know what I mean? That's the whole point you know?

How'd you do? You okay? [00:16:00]

All right. That is the end of our stations. Take a few seconds to wrap up what you're writing right now. Four to five. Five to six. Six to four.

We are right on time. Everybody got what they need? Good to go? Questions? Alright, seven more minutes. Final seven minutes. Do your station.

[inaudible 00:17:06]. If you want to make it easier. Okay.

Teacher-2: Hey guys. We're on the back now. You have to explain why you do things. Otherwise I'm just going to think you're messing with me. The first thing that you noted ... Keep up the hard work.

Teacher-1: [inaudible 00:17:51].

[inaudible 00:17:55] groups talking to each other to try to understand the question. [00:18:00] Can I see?

Makes sense. For you the biggest problem [inaudible 00:18:27]. If you could avoid that [inaudible 00:18:30]. I don't know how you would do something. [inaudible 00:18:39]

What's up man? You're stuck? Which one? You have these three images. This one on top is of Gettysburg. [inaudible 00:19:22] That's the actual picture from the battlefield. The one on top. The other two are effects of what happened with soldiers. Because before ... You know how when you get hurt, you go to the doctor to fix it. All right. At this time, they didn't have the technology to fix it. What did they do? They cut off the problem.

If you get shot here in the forearm or whatever ... Take the bullet out. Give you some medicine. Heal it all up. They didn't have that technology. They had to cut it off. [00:20:00] Here's what I'm getting at "student" [inaudible 00:20:09]. Cameras were just invented. That was the first time the picture could have been taken. People are seeing that, 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? Right. Think it's going to make her upset? She's like, "Oh, I'm so glad "student" in the newspaper!" Yeah, right? Not the best thing. Yes you're in the newspaper, but it was not for a good thing. It's not like you got Honor Roll or something. You know what I mean? Tell me, how do you think grandma, or anyone would feel seeing this for the first time. That's why I'm looking for.

That'd be our bell. Go ahead and finish what you're working on and head back to your desk. You're going to need your notebook for this one.

Student 8: I don't know how to spell [inaudible 00:21:19].

Teacher-1: Sherman. S-h-e-r-m-a-n. Forty-five. Yeah, or forty-nine. Okay. [00:22:00] All of these things are for all of these stations.

Teacher-2: Two or three questions, take a look at the worksheet you did during the stations, those ones. Climbing levels. They give you good examples of what we're looking for, for level one, two, and three.

[crosstalk 00:22:56]. Share your level three with each other and then pick one of them you want to talk about.

Teacher-1: Have you tried using [inaudible 00:23:19]

Teacher-2: It is. After you guys finish your questions, I want you to share your level three questions with each other and pick one of them you want to talk about.

Student 9: Do you have to do one, two, and three?

Teacher-2: If you're having a hard time coming up with them, you can use these as examples [inaudible 00:23:44].

[00:24:00] You have to have yours out to participate. Come on. Make the girls do all the work.

Student 10: Well I did the work.

Teacher-2: Oh, you put your notebook away before the end of class?

You have the same level three? Great minds think alike. I think that's what happened over here. "student", what's your level three? I lost you. It's okay.

Okay so what evidence supports [inaudible 00:25:09]. Okay. That's a great question, but I think that falls more a little bit of level two. Because level three is more of your discussion type question. Your one that doesn't have any right or wrong answers.

I like yours. Why don't you three come up with a little ... Why don't you talk about what would happen if the south won? Then you three can talk about that one. Is that okay? Okay.

Teacher-1: What I read before, did you end up tweaking it? What do you think would happen?
[inaudible 00:25:49] The south would for sure. Do you think that would mean the end of
conflict? Civil war ends ... [00:26:00] Saved by the bell.

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

Teacher-2: Make sure your name is on it.

Teacher-1: If you're not done, finish that tonight. I'll collect them tomorrow. I'll collect them
tomorrow. Thank you for your hard work today folks. I'll see you tomorrow.

Teacher-2: Great job guys.

Teacher-1: Turn-in [basket 00:26:23].