

22: 8th_SocialStudies_CivilWar_LeadPreInt

Speaker 1: This lesson is part of the building process to get them to write their summative assessment so graphic organizer, [taking 00:00:20] and organize, synthesizing all the ideas up, all the materials, all their thinking, all our discussions up to this point. Synthesizing that, then choosing the three most important to them to support their ideas, and this is that building process to get them to write that summative.

Tomorrow we'll be writing the rough draft. Today is then organizing those ideas, so for me today is the, "Do they have their ideas? Can they formulate their ideas?" If not it allows me time to sit one-on-one with them and get them to develop those ideas, because some people do need to kind of be held a little bit and carried along the way, whereas ninety percent, is kind of my goal, could do it individually. If not, then I need to take tomorrow and step back, and as a class go back and reorganize our ideas and kind of organize that way.

Discussion that led up to that helped them organize their ideas, develop their ideas. Our final assessment is the, "Should Lincoln let the South secede?" Everything that leads up to the South was all the content, so factories versus plantations, slave treatment versus mill girls, children in factories, development of transportation, growth of cities, differences between North and South, so it's pretty much all of the lead up, so they have all of this material to differentiate these two parts of the country, and hopefully make the decision should we just let the South secede and avoid the cost of war, avoid all the damage to society, all the after effects during reconstruction.

Should we avoid all that and let them secede, or [00:02:00] did the goal of ending slavery outweigh all the costs of that decision? You will see a few different things. I'm going to check, right off the bat, do they have a claim in evidence. We'll spend probably a first twenty-five percent of this class making sure that everybody has a claim and there are three pieces of evidence, because once they have that most of them, ninety percent of them, can go off write and develop that evidence, develop it into paragraphs, support that with evidence. That will all be done individually.

For those who are not, then it allows me to sit one-on-one with them and help them develop those ideas, so the biggest checks: can they develop a claim? If so, yes. Perfect. Do you have evidence? If so, yes. Go for it. Right. Then I'll be checking what's your writing look like. Now it's smaller scaffolding. We had the whole unit scaffolded and the whole year to get to this writing point, now it's do you have all the pieces to that essay, and then where can I help you get to that end point.

They have the basic expectations for how classrooms should be conducted. That's been developed all year long. I'll line out the expectations for this lesson right at the beginning, and then we'll check along the way to see if they're meeting those expectations, again, have you developed your claim, have you gotten your evidence. What's your writing look like? We'll stop and check those things as we go, and that will

also allow me to check individually too, as I'm kind of scanning around the room and making sure that one, they have their pieces and two, how are they developing.

We have the overarching question, "Should Lincoln let the South secede?" But today there's a little bit of smaller ones. Yesterday we did some stations activity, looking at common mistakes in their writing throughout the year, [00:04:00] and I worked collaboratively with the English teacher who just wrote an essay, so we have common mistakes that just came out in the essays and ones they've been doing all year long. Other questions, can you develop a thesis? The biggest one today is we're going to look at developing a counter claim, so last three of four lessons whatever we've been doing I've been trying to implement pieces of developing a counter claim to a thesis.

Today will be their first, "Can you do it with evidence? Can you develop it? Can you put it into a full paragraph? Then can you use that information to build within an essay as a whole?" It's all part of the building process. We started with just the paragraph, then it became a three page paper, then it became a five page paper, now it's five page with a counter claim, all the pieces. It's all been this scaffolded, all year long, and this being the end of the year now we're looking, "Can we put it all together? Can we send them into high school as competent writers?"

It's hard because whenever they're writing there's a part of them that's like, "I don't want to do this. This is a lot of work, man. I don't want to do this work." I'm hoping because they're invested enough into this unit, that we've been taking three/four weeks on, most of them are pretty passionate about being good writers, and all year long I drive home the point like, "It's really important to me that you become a good writer and develop your opinion and be able to support your opinion." I think in the last couple of days, last couple of weeks I've really tried to push like, "I'm really looking forward to this essay. I want to see what you have developed into as writers."

I'm trying to make it so that they are invested, not only in this essay for themselves, but for me. I think in our community we try to develop this love and this trust amongst everybody, and for me I want them to essentially love me. I want them to do their work to make me proud, and I'm hoping that's what they do here. They feel invested in putting in the best possible product so that we can see that growth. [00:06:00]

Content-wise it's kind of hard to say because how much of history can always relate to the job that you're going to do down the line, so we try to give them those skills. For us it's organizing, synthesizing, writing, developing a claim, developing a thesis, and supporting that thesis or that claim with evidence. Really we just want them to develop an opinion. By the end of this we're trying to get them to develop a way of thinking, and that's really what this whole unit was about, so we'd give you all of this material, we'd go through it together, we try to understand the material, and then by the end of it you need to develop an opinion for yourself, which way you think and how you support that way of thinking.