

8th-Grade Denton and the Civil War: Create Lesson Plan

Lesson Title: How Do We Synthesize Information to Develop a Final Product to Share New Knowledge?

Inquiry Phase: Create

Grade Level: 8th Grade

Essential Questions:

1. What was the impact of the Civil War on Denton County citizens?
2. How can we assess primary source artifacts and secondary source materials in terms of validity and bias and use these resources to support a particular interpretation of historical events?

Lesson Plan Objectives: At the end of these lessons, students will be able to:

1. Reflect on their progress toward answering their question(s).
2. Interpret and synthesize information from their notes.
3. Compose an essay and/or create a multimedia or other work product to demonstrate new knowledge.
4. Self-assess their final product with a checklist.

Social Studies TEKS (for this inquiry lesson):

§113.20. (b) Knowledge and skills.

29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(E) support a point of view on a social studies issue or event.

(F) identify bias in written, oral, and visual material.

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly.

(D) create written, oral, and visual presentations of social studies information.

ELA-R TEKS:

§110.18b

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) draws conclusions and summarizes or paraphrases the findings in a systematic way.

(B) marshals evidence to explain the topic and gives relevant reasons for conclusions.

(C) presents the findings in a meaningful format.

(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

Standards for the 21st-Century Learner Indicators:

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2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.6 Use information and technology ethically and responsibly.

4.1.8 Use creative and artistic formats to express personal learning.

Assessment Tools: Synthesis Graphic Organizer, Synthesis Essay Checklist or Synthesis Group Work and Multimedia Product Checklist, and Exit Ticket

Resources for this Unit of Study: <http://tinyurl.com/di4ll-8-resources>

Resources for this Lesson:

Cornell Notemaking Graphic Organizer Teacher Resource (from Gather Lesson)

Two Additional Create Cornell Notemaking Graphic Organizer Teacher Resources

Synthesis Graphic Organizer

Synthesis Graphic Organizer Teacher Resource

Sample Outline (Storyboard format): <http://tinyurl.com/sb-shifting-minds>

Exit Ticket

Option 1:

Sample Synthesis Essay Teacher Resource

Synthesis Essay Checklist

Option 2:

Sample VoiceThread: “Shifting Minds in Denton County during the Civil War” -

<http://tinyurl.com/DI4LL-8-create-VT>

Sample Multimedia Product Script Teacher Resource

Group Work and Multimedia Product Checklist

Estimated Lesson Time: Two or Three 50-minute Lessons

Instructional Plan Outline:

Classroom Teacher – School Librarian(s) Collaboration:

- The classroom teacher and school librarian use think-alouds to demonstrate how to synthesize information from three notemaking graphic organizers onto the Synthesis Graphic Organizer.
- Depending on students’ needs, educators offer additional mini-lessons on notemaking, citing sources, and determining validity of print and electronic resources.
- Educators co-monitor the students’ guided practice as they work as individuals, with partners, or in small groups to synthesize notes on the graphic organizer, create an outline or storyboard, and follow the writing process to complete an individual essay and/or multimedia or other product.

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- Note: The multimedia product suggested in this lesson is a group product. Educators can revise the checklist to make this an individual or partner product if that is most appropriate.

Measurable Outcome or Final Product: Individual students, partners, or small groups synthesize information in notemaking format and follow the writing or creation process to create a final product.

Preparation

- The educators make one copy of the Synthesis Graphic Organizer for each student or team or provide the graphic organizer electronically.
- The educators prepare to provide one example of the essay or multimedia product or use the samples provided (see the teacher resources).
- Integrate academic vocabulary into think-alouds: evidence, justification, synthesize, interpretation, parenthetical citations and Works Cited (for an essay or for a multimedia product), writing process, and self-assess.
- Integrate discipline-specific vocabulary into the lesson: use terminology associated with this historical time period accurately.

Motivation

1. Recall video by Dr. Ferguson. Ask students to think and write like historians.
2. Discuss academic vocabulary and give examples of each: evidence, justification, synthesize, and interpretation.
3. Information + Interpretation = Synthesis (Note that “information” must include cited evidence from the texts explored.)
4. Educators post the lesson objectives and let students know they are to synthesize their findings, interpret the information they found, and follow the writing/production process to present new knowledge.

Presentation

5. Educators project the Synthesis Graphic Organizer. Discuss ways to use this tool to prepare to synthesize new learning.
6. Educators discuss the sample inquiry question and use think-alouds to consider possible main ideas for an essay or multimedia project script.
7. Project each Cornell Notemaking Graphic Organizer Teacher Resource (3) and add to the Synthesis Graphic Organizer.
8. Share a sample outline/storyboard and synthesis essay and/or multimedia product (see the teacher resources).

Student Participation

9. Invite students to suggest notes for the Synthesis Graphic Organizer and use the checklist to assess the sample essay or project.

Guided Practice

10. Educators monitor as students complete their graphic organizers.

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Closure

11. Students self-assess their Synthesis Graphic Organizers to determine whether or not they need to consult additional resources.
12. Students can be assigned the task of continuing this process for homework.

Reflection

13. How do historians synthesize information from multiple sources?
14. How do historians justify their interpretations?

Assessment

15. Educators review students' Synthesis Graphic Organizers for both the quantity and quality of main ideas and supporting details.

Days Two and Three

Motivation

16. Educators share their experience of collaborating to determine a logical sequence of tasks for students to complete and answer students' questions.
17. They set a deadline for the Share Phase of the inquiry project.

Presentation

18. Post and review the steps for completing the Synthesis Graphic Organizer, composing the five-paragraph essay, multimedia product, or other product, and self-assessing it with a checklist.

Student Practice Procedures

Option 1: Essay

Step 1: Reread all notes and brainstorm the main ideas and supporting details.

Step 2: Record three main ideas on the Synthesis graphic organizer.

Step 3: Review the notes again and record supporting details (evidence) from the texts under each of the main ideas.

Step 4: Complete the research and findings section of the graphic organizer.

Step 5: Outline the essay with PowerPoint or Web 2.0 Tool

Step 6: Compose five topic sentences one for each paragraph.

Step 7: Complete each paragraph with supporting ideas and a concluding sentence.

Step 8: Format the Works Cited and highlight primary sources.

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Step 9: Determine a meaningful title.

Step 9: Keyboard and spell check the essay.

Step 10: Use the checklist to self-assess your own essay and make revisions as necessary.

Step 11: Provide peer review for a partner and make revisions as necessary.

Option #2 – Multimedia Group Work Product

Student Practice Procedures

Step 1: Document your group work negotiations throughout the process.

Step 2: Reread all notes and brainstorm the main ideas and supporting details.

Step 3: Record three main ideas on the Synthesis graphic organizer.

Step 4: Review the notes again and record supporting details (evidence) from the texts under each of the main ideas.

Step 5: Complete the research and findings section of the graphic organizer.

Step 6: Storyboard the Multimedia Product with a Web 2.0 Tool and determine the best tool or software for the final product.

Step 7: Compose five topic sentences one for each “frame or scene.”

Step 8: Complete the script by determining supporting details and interpretations/conclusions for each “frame or scene.” Note: The script will be turned in. It must include a complete MLA-formatted Works Cited with primary sources highlighted.

Step 9: Create original or identify copyright-free images that align with the script.

Step 10: Format the Works Cited for multimedia.

Step 11: Determine a meaningful title.

Step 12: Use the checklist to self-assess your group’s script and final product and make revisions as necessary.

Guided Practice

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19. Educators monitor students' writing process with a focus on synthesizing the information from more than one source, determining main ideas, supporting details, citing evidence, and justifying interpretations.
20. Educators offer writing conferences as needed.

Closure

21. Individual students or teams complete the Create Phase Exit Ticket after each session.

Final Closure

22. Students self-assess with the Create Checklist and/or provide peer review for one another.

Reflection

23. How do historians synthesize information from multiple sources?
24. How do historians justify their interpretations?

Assessment

25. Educators review students' Create Synthesis graphic organizers and the Create Synthesis Checklist to assess students' essays or Create Synthesis Group Work and Multimedia Product Checklist to assess students' multimedia project group work.
26. Educators review students' Exit Tickets.

Follow Up

27. Educators may provide students who wrote essays with the opportunity to make a multimedia product.

Other possible projects to demonstrate new knowledge:

Debate
Interview
Reader's Theatre
Skit