

HS ELA Lesson

- [Teacher] All righty. Good morning y'all
- [Students] Good morning, ma'am.
- [Teacher] As you can see, you should all have a half slip sheet of paper. And on that half sheet, there is a section labeled 'bell ringer.' I need everyone right now to answer that question. It is asking you, pertaining to literature, what does 'audience' mean? It shouldn't take you but longer than two minutes, and I'm gonna take attendance while you are doing that. All right, someone tell me just what you wrote down. What do you think audience means? Madison.
- [Student] Audience means the specific group of people you're targeting.
- [Teacher] I love that definition. Spot on. The specific group of people that who is targeting?
- [Student] The author.
- [Teacher] The author. The writer, right? So I honestly don't even think we need another definition other than that because that was just so spot on. So today, actually, we're going to understand audience and why it's important to keep an audience in mind when we write. Specifically writing and picking out good examples of evidence, and the explanations that we write for those pieces of evidence. And then we're also going to... Remember, last week, we filled out the evidence collection catalog, we're gonna look at that today and do some group work.
- Okay, so this is... I just want y'all to kind of turn and talk with your neighbor. Tell me what's going on in this email. Is it appropriate? Is it not? Just kind of turn and talk with someone around you and tell me what you see wrong with it. So I'm gonna give you about a minute to do so. So y'all may turn.
- [Teacher] All right. Five, four, three, two, one. Someone from this side, tell me one problem that you see with this email.
- [Student] They didn't do proper grammar in email.
- [Teacher] Yeah, so there's some very obvious spelling mistakes, as well as... What kind of language, like, would you send this in an email?
- [Students] No.
- [Teacher] What might you... Yeah, a text message or slang, right? So that's a first very obvious mistake. Someone from my group over here, tell me.
- [Student] It's like they're rushing them. It's like "Please get back to me. "I can't stay, I have to go in two days, "so you need to make that work." It's like they rushing--
- [Teacher] I know. That's like a command, right? Who is the person that we are sending this email to?
- [Students] Teacher.
- [Teacher] A teacher, right? Would you tell a teacher "I can't stay after on Tuesday, "so you need to make that work?" Would we tell a teacher that?
- [Students] No.
- [Teacher] No. So definitely, we're not targeting our audience correctly, right? And last but not least, tell me a mistake that you saw.
- [Student] Using abbreviations and capitalization.
- [Teacher] Yes. And also, how did they greet? Like, the greeting and like the...
- [Student] "What's up?"
- [Teacher] Like, "what's up?" Would we tell a teacher that?

- [Student] No.
- [Teacher] I hope not, right? All right, so I also wanna just show you the kind of good email that we should be pretty much modeling after. So as you can see in this good email, the person is... "I was wondering if you were available." She didn't say "You need to be available Tuesday. You have to make that work." She gave her availability. "I'm available on Friday after school if that works for you," right? So it was much more just nicer and respectful for a teacher. And can y'all see the obvious difference from the good email to the bad email?
- [Student] Yes.
- [Teacher] All right. And this is gonna come into play when we really get into the rest of the lesson. But just so that we can better understand audience and what it means, I have a little YouTube video follow along that we're going to watch. It's only about two and a half minutes. So you all have that half sheet of paper. It does go a little quick, but you should probably be able to get most of the fill in the blanks as it goes through. So just watch it and we'll talk about it afterwards, all right? So let's see if this will work. I might have to... Might have to come over here and play it. All right.
- [Video] How to write for your audience. Before you begin writing a draft, you should consider your audience. Your audience is the person or group of people who may read your writing. Knowing your audience will help you determine what they already know, what is important to them, and how you can make your writing as meaningful as possible. You can tailor your writing to your audience by choosing a writing style that will best suit them. Style is the way your writing sounds. Just like we wear different styles of clothing depending on the occasion, we use different writing styles depending on our audience. One important element of style is word choice. You may choose language that is formal or informal. Formal language is more serious and academic, while informal language is more casual and conversational. You should also consider your audience's current understanding of the topic to choose the vocabulary that is the most appropriate for them. Another important element of style is tone. Tone is the attitude or feeling of your writing. To determine the appropriate tone for your audience, consider how you feel about the subject and how you want your audience to feel. So let's look at some...
- [Teacher] Okay, so we're gonna stop there just because that was a little quick and I'm aware of that. Once again, just kind of turn to your partner for literally 20, 30 seconds. If you didn't get an answer, let's see if they did. But we still do go over the answers as well. So if you didn't get one, this is your time to get it.
- [Teacher] I'm glad most of you got it. Look at y'all.
- [Teacher] All right, so now let's go to... Now, let's go over these answers to make sure we're all on the same page. So number one, audience is the... Hermione.
- [Student] Group or... I mean, person or group of the people.
- [Teacher] Who may read your writing, right? So if you didn't get it, it is up here. Number two, knowing your audience can help you determine what they already...
- [Student] Know.
- [Teacher] What is...
- [Student] Important.
- [Teacher] Important to them, and how you can make your writing...
- [Student] Meaningful.

- [Teacher] Meaningful. And y'all can totally just shout out too right now. That's totally all right. Number three, style is the way your...

- [Students] Writing sounds.

- [Teacher] There we go. The way your writing sounds. Number four. True or false: Our word choice depends, like, varies on our audience.

- [Student] True.

- [Teacher] True. And last but not least, number five, tone is the...

- [Students] Attitude or feeling.

- [Teacher] Of your writing. And it's determined by how...

- [Students] You feel.

- [Teacher] And how you want your audience to feel. All right, great job. So now, I would like everyone to pull out something to write with, loose leaf paper. You're gonna have your Chromebooks in a second, but you do not need to open them. Just have them out on your desk. As well as a copy of our book, "The Warmth of Other Suns." I'll give you a little second to do that but other stuff, you do not need on your desk. You can keep the little half sheet though, that's totally fine to have on your desk. Okay, so I'm about to go through some kind of terms and some things that we need to be familiar with before we break out into group work. So as I'm telling you these things, what should you probably be doing?

- [Students] Taking notes.

- [Teacher] Taking notes. We do not... I do not need you to take them as we would normally take them, in the annotated bib form, just because it's not really necessary for this type of note taking. And also, it would just take a little extra time to set that up. So just take the notes as you would normally, all right? Okay, I want someone to raise their hand and tell me, I just want one opinion, why do y'all think it's important to keep an audience in mind when we write? Dana.

- [Student] Because if you think of like... Like they said with the tone, like the words you choose, if you're gonna use certain words, then you need to... If you're going to say like, "Oh, my audience is Miss Nevera," then I'm gonna have to use words that I know I would talk to you.

- [Teacher] Yes, and that would be different than something you would say to a fellow student, right? Great, great point. So definitely, and that's gonna... It is actually a bullet point. So I first wanna start off with it's important because the reader may actually have never read what you're writing about. Specifically, in our class, we are split into three different migrants, right? So some of you are only reading Pershing, some of you are only reading Ida, and some of you are only reading George. So if Eli reads George and Michelle reads Pershing, do they ever get to read the other migrant?

- [Students] No.

- [Teacher] No. So you have to make sure you include that really like effective... Not only effective, but just a lot of detail about what you're trying to convey to your reader because the reader may not know what you're talking about. Also, it helps you, the author, make decisions about what information should be included. So this is kind of what Dana was saying. This one, actually, I just put another one up there. The use of language. Let's say we have a children's book. Do you think we would have some really highly elevated language in a children's book?

- [Students] No.

- [Teacher] No. That might be more in a journal article or a research paper that we write for one of our classes. But children's books are a little bit more broad... Not broad, sorry. Wrong word. A little bit more

basic. They don't have that highly elevated language because kids wouldn't really be able to understand what's actually happening. In a children's book, you have more pictures, you have more of that basic language. So I'll give you a little second to write that. Remember, you do not have to write everything on the board. Write what is important to you. Okay, I'm gonna move on. All right, so my next question. Why do you think it is necessary to state the importance of a quote that you pull out of the text? So that's basically, why do we explain quotes that we pull out of a piece of text? Alexis.

- [Student] So you're not just repeating what the quote says.

- [Teacher] Yes, I do not want a repetition of that quote, right?

Whenever we pull out certain quotes from a text that we're reading, we're doing it for a reason, right? We didn't just have it to have it there. We have to further give an analysis or a connection to the claim that we're trying to make. So definitely because of that, and that's what is exactly up here. We pulled the quote out for a reason, so we need to be more specific about why. And if you write anything down today, this is what I would want you to write down. So just because you understand what the quote means, just because you see that connection to your claim, or you see what the paper is trying to convey to the reader, doesn't mean that someone else sees that. Just like the same example with the George, Ida, Pershing; If Eli pulls something out about George, that he was on the run, would someone from Pershing really understand what that means?

- [Student] No ma'am.

- [Teacher] No. So even though you may think it's pretty easy to like, "Oh, he's running away from something," another person might wanna know the context. Why is he running? What happened? What problems did he go through? And I'll give you all a second to write that. And I'm going to be passing something around. You will get... If you're in a row, I'm gonna give you the copies for your row. So it's two pieces, they're not stapled because I didn't think y'all would want them stapled, so just make sure you keep 'em together. I'm trying to like put them separate so you don't get 'em confused. Just pass 'em back. All right, so before I move on to what we're actually gonna do today, I want everyone to pull out the worksheet. So you just were handed these two different worksheets. I want everyone to flip... It's backwards. I want everyone to flip to... Or upside down. To the performance criteria writer checklist, and gimme a thumbs up once you got it. Perfect. What do y'all... Just looking at it just at a glance, what do y'all notice about it?

- [Student] It's a checklist.

- [Teacher] It's a checklist.

- [Student] It's based off of performance.

- [Teacher] It's based off of performance. But specifically what is it doing?

- [Student] Making sure you have all the parts we're required to have.

- Yes, it's what you're required to have. And it's split into... Do you notice the different sections? Now, flip to your rubric, which is on the back. What do you notice about those different sections? They're what?

- [Student] Graded.

- [Teacher] They're not only graded but they're they're the same, right?

They're the exact same criteria that you are receiving in the writer checklist. So in this little part, we're actually just really gonna focus on the evidence and explanation sections because this is something that you should be keeping in mind when you are going to be in the group work

activity in just a little second. This is what you should be using to basically grade yourself as you write because at the end, up here is going to be grading and it's literally what this says, but in like a grade form. So I really wanna make the connection for you guys that... And y'all receive one of these every time you write. So this is really helping you put exactly what you need in each submission that you write. Okay, so we're gonna kind of walk through this together of how this should be done. So someone read that first question for evidence. Somebody can just shout it out. You're fine.

- [Student] "Is my evidence specific to the prompt?"

- [Teacher] "Is my evidence specific to the prompt?" Someone read the next one.

- [Student] "Is my evidence correctly cited?"

- [Teacher] "Is my evidence correctly cited?" And someone read the explanation.

- [Student] "Do I properly explain my evidence "by establishing the connection and/or analysis?"

- [Teacher] "Do I properly explain my evidence "by establishing the connection and/or analysis?" So we're about to walk through that, okay? All right, so, Jada, would you mind reading this quote for me?

- [Student] "Over the course of six decades, "some 6 million black Southerners left "the land of their forefathers "and formed out across the country "for an uncertain existence "in nearly every other corner of America. "Wilkerson, nine."

- [Teacher] Thank you so much. So does this quote look familiar to you guys?

- [Students] Yes ma'am.

- [Teacher] This is... It's a quote that many of you used in your first section assessment because that question prompt was "What was the definition "of the Great Migration?" This is the quote I would've picked out for sure. But we noticed some struggles with the introduction of this quote, as well as the explanation of this quote. So now I'm going to ask you to help me introduce this quote. So I'm gonna give everyone a minute to think. Even if you have a perfect introduction in your head right now, I still want everyone to give about a minute to think, how can I introduce this quote to where it makes sense to my reader? So what things I should include. Things like title, author, some different introduction techniques. What should I not do in the introduction? I shouldn't say--

- [Teacher] On page nine, or what?

- [Student] Wilkerson says.

- [Teacher] Wilkerson says, right? We need to add some variety, okay? So now everyone take a minute to think about how I can introduce this quote. I'm gonna ask for two volunteers.

- [Teacher] All right. Five, four, three, two, one. So if you are comfortable enough to give me how I can introduce this quote, please raise your hand. And I would like two volunteers. Madison, I saw your hand go up first.

- [Student] "In "The Warmth of Other Suns," "Isabel Wilkerson defines the Great Migration as..."

- [Teacher] That is beautiful. "Isabel Wilkerson defines..." That's so different than saying "says," right? Oh, that's supposed to be capital. "The Great Migration as," and then we would drop our quote, correct?

- [Students] Yes, ma'am.

- [Teacher] So I abbreviated "Warmth of Other Suns" just 'cause it's such a long title. But what do you notice about this introduction? What kind of things does it give me?

- [Student] The title.

- [Teacher] The title and author.

- [Teacher] Author.

- [Teacher] The background.

- [Teacher] Title, author, background. And how many times have we told you that's what we want in our introductions? Many million times, right? Does anyone have anything different? Dana.

- [Student] You could say "The Great Migration is described as," and then put... Skip like the first sentence and put "some six million black Southerners," and then the rest of it.

- [Teacher] I'm glad that you mentioned that because there's always some different ways that we can incorporate our quotes. I wouldn't have to take this word for word, right? I could omit some words. I can take some out, or even add some in if we do it the MLA way, but I don't have to include every single part of this quote because some of it isn't relevant, right? Great job. And this example is probably one that we would use first in our paper because it sets up the title, the author. But if we were to put this one in the end or another paragraph, that would work perfectly. So great job. Now, we're gonna do it one more time, but I'm gonna ask you to explain the quote. What should the explanation not do?

- [Students] Repeat.

- [Teacher] Repeat. And it also should not say "This quote says," or "This quote shows," right? Okay, so I'm gonna give everyone another minute to think. I'm gonna ask for two volunteers that are not Madison and Dana since they gave it to me already. All right, so now I'll ask for two volunteers and I'm gonna write it on the board. I might have to abbreviate some words just 'cause it's a little longer. Alexis, and then Taylor, okay?"

- [Student] I said "Black Southerners left the South "and went to non-Southern states "for a better quality of life "than they had under the living conditions "of Jim Crow."

- [Teacher] Wow. Repeat it again.

- [Student] "Black Southerners left the South "and went to non-Southern states "for a better quality of life "than they had under the control "of Jim Crow."

- [Teacher] I'm gonna say "went to the North." Repeat what it says after the north.

- [Student] "For a better quality at life "than they had under the control "of Jim Crow."

- [Teacher] And I'm just gonna put dot, dot, dot. That was great. What did she do? She didn't just repeat it, what else... What did she do?

- [Teacher] Yes, she explain why they left. She made another connection to the Jim Crow laws, right? Great job. All right, Taylor, tell me what you were thinking.

- [Student] I said "The movement of these African-Americans "ultimately changed the African-American mindset "and the American demographics."

- [Teacher] Wow, y'all are doing so great. Tell me again, "the movement "of African Americans..."

- [Student] "African Americans "ultimately changed the African American mindset "and the American demographics."

- [Teacher] That is beautiful. "And the demographics." I wanted to write it up here so that whenever you're doing group work, you can see. I know some of it's abbreviated, but that's just what we're gonna have to do. So tell me, somebody, what you noticed in Taylor's example. What did she bring out? Josh.

- [Student] The shift of the population, basically.

- [Teacher] Yes, and haven't we already wrote an exit ticket on basically the population change? So Taylor not only connected it to something we did in a previous class, but the pages 8 through 15, where this quote came from, talk strictly about population change, right? So great job, Taylor. You're gonna get some shout out points, or actually the people who are volunteering are definitely gonna get some extra shout out points, okay? All right, so now we're gonna get to... And that was our writing checklist. We're gonna get to our fun part, which is stage one of the group work activity. So everyone should open their Chromebooks, go to your email, and pull out the evidence collection catalog Google form. It should be... You should be able to type evidence in, or even pretests. I have it up here if you need to see how to spell anything. And it should just be on your Gmail history. So I'll give everyone a second to find that. All right, so now what you're going to do is you're going to pick a partner from your migrant group. So the groups that you are sitting in now, just pick a partner in the area that you're in. Y'all are perfectly even so partner up. But I believe my two groups right here, I'm gonna have one group of three in each, okay? And that's totally all right because just the numbers didn't work out perfectly. So what you're going to do together... Y'all listen to this real quick. You're gonna pick two good examples from your evidence collection catalog. How many did you have to get on there?

- [Students] Three.

- [Teacher] Three. So how many should you have together total?

- [Students] Six.

- [Teacher] Six. Unless you're working in three, but that's okay. You'll just have more to choose from. So you're gonna pick two good examples, lemme move this out the way, from your evidence collection catalog. And Eli, will you hold up that first sheet right there that you have? And everyone see this sheet? You are going to write the two good examples that you choose on that front sheet, okay? So the first part of this group work is pretty straightforward. You're just with a partner, you're going to evaluate the evidence and the explanations that you have already chosen, you've already done this, so that you can evaluate what's good and what's bad. So if Eli and Cassie work together, Eli might have two great examples and Cassie's like, "We just should just use yours. "He did a good job, "I'm just ready to use it." That's totally okay. You're probably gonna have the similar evidence and explanations. Does anyone have any questions? Yes. Okay, I can get there. I'll get you in one second. Anyone have any questions about the actual group activity?

- [Student] Do we use explanation that ?

- [Teacher] So like if your explanation, you wanna kind of up 'em a little bit, if maybe you didn't receive your full credit on your explanations when I graded them, then this would be your time to kind edit and fix 'em with your partner. Does that make sense? Also, your evidence is also already in front of you. So if you wanna just start the quote out in your evidence so that you don't waste so much time writing that out, I really want y'all to focus on the explanations. Any

additional questions? All right, I'm starting the timer. You have 13 minutes and then we will move on to the next part.

- [Teacher] Oh, good idea. Yes, Ella just brought up something great. If y'all feel the need to introduce your quotes now so you don't have to later, I would definitely do that. Thank you so much.

- [Teacher] So how did y'all manage to pick your evidence or explanations?

- [Student] So I have... I have this for the good explanation.

- [Teacher] Okay.

- [Teacher] What is the one quote?

- [Teacher] And is that directly like from Pershing?

- [Teacher] Yes, yes.

- [Teacher] See, I'm glad you have migrant-specific evidence because that's what I'm really--

- [Student] 'Cause I was talking about his life, his childhood growing up, .

- [Teacher] Yes. Perfect, Ella. What was your quote that you choosing?

- [Teacher] And that's another one directly towards Pershing. Yeah, these two did a great job. They have migrant-specific evidence, right? Great job, girls. Yes, it was sometimes what you were supposed to do but sometimes, people just don't think. Tell me which ones you've chosen. Y'all had a little bit more of a selection.

- [Teacher] Okay, so the one about his father

- [Student] Yeah.

- [Teacher] Perfect. Why did y'all choose that one?

- [Teacher] Because it represented the generation

- [Teacher] So like it's just a constant cycle.

- [Student] Yeah. And this is like the final .

- [Teacher] And do y'all talk about this in your explanation?

- [Student] Yeah.

- [Teacher] Perfect, great job. Which ones have you two chosen?

- [Student] We're doing hers as the number one evidence--

- [Teacher] kay.

- [Teacher] Perfect. I really like this quote. I like that one. How are y'all doing? Good? Which quotes did you choose?

- [Teacher] Okay. And that's specific to George?

- [Student] Yeah.

- [Teacher] Yes, that he couldn't get in the South. And make sure you make that connection. Like, he wasn't able to receive what he should have received in the South, so he left. Perfect. Great job. Make sure that that last is a little fragment, make sure you add "he has" or "he had more" opportunities. Like, you know what I mean? Or you connect it... Do you get what I'm saying? Great job, girls. All right, my group of three, I know y'all had good amount of evidence. So how did y'all narrow it down?

- [Teacher] Okay, is that first quote from Georgia's pages or is that more of a generic quote?

- [Teacher] I think it's more of like a broader quote. So--

- [Teacher] That's just what I was about say. Make sure you connect it to George in the explanation, definitely 'cause y'all are... I know you are capable of that. I want see that connection in the analysis. Okay?

- [Teacher] Yes, I'm gonna try to make it over there. Yes.

- [Teacher] No, you can change it up. You don't have to say it every single time. Y'all doing okay? No, you do not have to... That was just a

suggestion so that... Because in a minute, you're going to have to write it all together, and if you wanted to already just go ahead and do it, more than welcome.

- [Teacher] All right, we have five minutes remaining. You should be writing the second evidence and second explanation, but most of you are perfectly on target.

- [Teacher] Y'all are doing great. Just try and get to this part.

- [Teacher] To what he... Connect it to the medicine. If you want to connect it to like him being the surgeon--

- [Student] Yeah, 'cause he couldn't... He had to make makeshift hospitals... Well, his father did, but he was following in his footsteps. So connect it to that, and so... Because it's... I'm just like copying what the quote says. So just connect it to his practices and why he couldn't practice on himself, but that's why he had to do so, 'cause he was smart enough to realize that "I want to be this, "but I can't do it myself."

- [Teacher] And he was able to realize that, right, Ella?

- [Student] Yes.

- [Teacher] He's smart enough to know.

- [Student] And that's what the quote is reaching across.

- [Teacher] Great, great job, Ella. Yes.

- [Teacher] Yes.

- [Teacher] So if you wanted to relate it to other migrants, you can say... Excuse me, you could be like, "in more broader terms," or "speaking of all migrants in general, "the choice of having more opportunities "and chances is a pull factor "for migrating," right? Just kind of set it up in the beginning. "In more broad terms" or "more generalized terms," those kind of words. Yes, I'm coming. If you are kind of like running a little low on time and you just wanna get to this part, that's what I would do right now. Because in this, when you write, you're gonna add those. Yes, yes. All right, we have about three minutes remaining. I think most of us are getting pretty much finished, so great job. Y'all are finished? Let me see what you got. I wanna really read those explanations. I like that y'all make this connection to sharing coffee too because that was such an important part of him. Y'all just did such a great job at elevating the quote.

- [Teacher] All right, so our timer is finished. If for some reason, you did not get to finish in that time, the next section is a little longer than that so if you have to make some last minute changes, that would be your time to do so. But I'm gonna give the next direction because pretty much everyone in the groups are finished. So let me switch that slide.

Oh! Okay. Well, sorry guys. We're just going to do this. Okay, so everyone should have received a color card, correct? Hold that card up. I want everyone make sure that they are able... Sorry, Josh. I should have just given it to you. Everyone has received one, correct?

- [Student] Yes ma'am.

- [Teacher] Okay. So now, we're going to do a switch, and you're going to move to groups of three. Those groups of three are going to consist of a George, an Ida, and a Pershing. I do have two kind of outliers in this situation, so you're just going to go to the group near you and they're just gonna have an extra Pershing and extra George, okay? Just for this switch, it's just a little... The numbers are a little out. So if you've noticed on the back of the sheet that you just wrote on... So you should have filled this out. Everything's all fine. And if you flip to the back,

you're going to now be putting everything together for your final produced paragraph. So you should probably add some type of introduction. You should add some transitions from quote to quote. And then, the bulk of the paper though is already finished, right? You've already written this out. You've talked together about how you can explain your quotes just perfectly. So that part is pretty much already done. But what I really want you to focus on is the introduction and transition. But there's one additional question that's going to act as your significant sentence. Why do we include the statements of significance in our papers? Why do we have that?

- [Student] To tie it all together.

- [Teacher] Tie it all together. And I think someone said it, what'd you say?

- [Student] I said connect it.

- [Teacher] Connect it to everything else. Perfect. So the sentence that I want you to... The question I want you to write for that is how can this compare to one of the other migrants? So you're in a group with the other migrants, so you should have conversations, all three of you, and say, "Okay, Ida and Pershing connects like this." You have to just compare to at least one. But I do wanna challenge a few of you to connect to all three. You would be like, "Okay, Pershing and Ida have this in common. "This is how they connect." Or "George and Pershing have this in common. "This is how they connect." So that's gonna act as your significant statement in this paragraph. Does that make sense to everybody?

- [Students] Yes ma'am.

- [Teacher] Perfect. So you're taking what you already wrote on here, you're adding your introduction, your conclusion, everything that you need. But that main part I want y'all to focus on is how can your migrant connect to at least one of the other migrants? Okay? I'm gonna show you where the colors are, and then I'm gonna ask you to switch. So just hold tight right here. Raise your hand if you have a orange card. Orange, you are going to be in the front, okay? Yellow card. Yellow, hold it high and proud. Okay, yellow is over here so I don't think you really have to move much. Pink cards, raise up. Pink's right here. Purple, raise them up. Purple is right here. I have a brown and a gray, but you're just gonna stay by the group for right now 'cause that's gonna come into the next switch, okay? That makes sense? Okay. And then I think I have a blue and a green.

- [Student] Yes, you're gonna join with this group, okay? I have a green and a blue. Does everyone know where they're moving to?

- [Student] So yellow will move over here?

- [Teacher] Yes, yellow is over here. Thank you. Bring your papers, bring what you'll need to complete this assignment. So you'll probably need your Chromebook, your paper, and probably your... Well, you can just leave the copy of the book there. So get up, move.

[Teacher] All right, y'all are all in your places. You got it, ? Good. So now, I'm gonna start the timer. A lot of it will be writing and making sure your paragraph is neat and organized, but you are using each other to produce that paragraph. But I should hear conversations about how do your migrants connect, okay? You have 16 minutes to write this so make sure you're using your time, 'cause it is a lot of writing, all right?

-[Teacher] All right, we have about 12 minutes. If you haven't begun writing, I suggest you do so now so that you can have your paragraph

ready. Yeah, yes, that's your significance. And if you need to... Just because of time's sake, if you needed to, for this part, just abbreviate a little bit, I'm not gonna be opposed to that because it is so much writing. But that connection is your significant statement. Yes.

- [Teacher] Perfect.

- [Teacher] Is it with this first quote?

- [Student] Yeah. She introduces us to--

- [Teacher] To... Is this about Pershing?

- [Student] Yeah.

- [Teacher] You can say she explains that Pershing, and then like talk about the situation right here. Mm hmm, yeah. Hey guys, I'm gonna make a little bit of an adjustment because I know it's a lot of writing for you, guys. So y'all listen up, just real quick. Because it is so much writing and y'all are just doing so great with really putting those explanations in there, if you feel like you are gonna run out of time with putting that final paragraph together, just go in and... For your evidence one and evidence two, it's already written on the front of your paper, right? You can just write in it and you don't have to rewrite those quotes, okay? Because I wanna make sure that you have your explanations and that connection/significance written, okay? Do we think we can get it done in that timeframe?

- [Student] Yes.

- [Teacher] I think so, okay. That is extremely loud. All right, I need everyone's attention. We have one more switch that we're going to do. So the color coded cards are gonna come into play one more time because we are going to do a peer review little assessment for each other. So remember this sheet that we looked at in the beginning of the lesson, right? I want everyone to flip to this side. This side of the sheet. If you're still kind of finishing up, just pay attention to this real quick because I don't want anyone to be confused. We shouldn't be writing right now. So pull this out. So what are my sections that you're gonna be grading your peers on?

- [Teacher] Perfect. So you're obviously gonna really take into consideration that evidence, explanation, and significance, which is the connection sentence, right? I really want y'all to focus on those because those really make up your response as a whole. That's what you should be grading last, is on a whole scale, combining all these different factors, is the response of three, of two, of one, or zero. As you can see also, I have it perfectly laid out for you with how you should grade your person. So a three is the student answers both questions and the response is organized. Those questions are on the final draft paper. It was what was your migrant's life like in the south and how did it influence them to migrate? So we're very familiar with those questions. So I have exactly how you should score your peer based on what you see in their paper. But I really want y'all to focus on definitely the middle three categories. And if you referred to this as you were writing, like I asked you to, then you should have... You should have at least received a two, three on your grade. Does that make sense to everybody?

- [Student] Yes ma'am.

- [Teacher] Okay, so we have one more switch that we're doing. As you can see, I don't know if y'all can see 'cause of this, I have colors that go together. Does everyone see that? So I don't believe I have a red and a black, but I do have a pink and a purple. So pink and purple, y'all are sitting right by each other. You would just switch with someone. If

you're a purple, you would switch with a pink, pink with a purple. Does that make sense? Same with orange and yellow, you would just switch the colors. Same with blue and green, switch the colors. And then I have one brown and one gray, y'all would switch with each other, okay? So you would just move over and that's how you would be peer reviewed. I want everyone to listen real quick. I'm asking you to grade your person, right? Your partner or classmate. Please be nice, right? Even if you think it's terrible... It's not terrible 'cause y'all are all great. But even if you think "I don't think they did so well," still be positive with your language. Make those comments still, but just be nice, right? We're not gonna try to hurt anyone's feelings. I want everyone to have positive language. I'm gonna give you about seven, eight minutes to actually peer review. It shouldn't take you too long because it's just a paragraph. And then, I'm gonna come back in and give you an additional two minutes to actually talk with your partner about what you noticed in their paper. So for the first seven minutes or so, eight minutes, I shouldn't really hear any discussion until I ask you to talk with your partner, okay? So you're going to write your name on your peer review rubric. And let's say Ella and Josh work together, so Ella would write her name on her paper and Josh's name right here. You're not switching this paper, you're only switching the final paragraph. So you're using just the copy I gave you. Does anyone have any questions? Any questions? All right, go. Remember, I shouldn't hear any talking through this part. So switch your papers around the people around you. Okay, it looks like most of you are done. So I'm actually... You may switch with your partner now. Talk with those... Talk about those comments, talk about why you gave them a two, a one, a three. Go ahead. Oops, sorry.

- [Teacher] Is somebody calling me? Sorry.

- [Teacher] Yes, of course, of course.

- [Student] Related, explained why they related to each other a little bit better. Not just like George did this, Ida did this. But I know you weren't done so you could have been getting there, so like... when I could've just put the important . Okay. So I get that part. But you did great.

- [Student] Thank you.

- [Student] It's not surprising but still, you did great.

- [Student] Thanks.

- [Teacher] How did you do, Cassie?

- [Student] He did amazing.

- [Teacher] If we have sometime at the end, I'm gonna try to read some. But if not, we'll definitely look at some next class.

- [Teacher] It's okay. But I think this is fine within the timeframe I've given. Something that I've noticed... is that if she asked me to write, sometimes students can't write in the timeframe that we're given them. We're really... But we're trying push that, like "You need to write in this time." Taking a 90 minute block to write a paragraph is a little bit too much, so we're trying to really push that structure on y'all because on week tests or ACT tests, you are timed, right?

- [Teacher] All right, about one more minute to talk about those comments. All right, so it seems like the class is pretty much done discussing, and I heard some really great feedback from your partners. And I also heard some just really great positive feedback. Eli talked amazingly about his partner, about how well Cassie did on her writing. And if I have some time at the end, I really wanna see if we can read

that, okay? If you're comfortable with that, Cassie. Yes? Okay. All right, so I just kind of wanna revisit what we did today. So first, we evaluated the evidence collection catalog, and what did we really specifically work on in the evidence collection catalog? Our?

- [Students] Migrant.

- [Teacher] Our migrant, and really making sure those explanations are topnotch, right? We also worked with other migrant groups to write a response to the prompt. And what did I want y'all to do with your other migrant groups? Make a?

- [Students] Connection.

- [Teacher] Connection. And also, we really... We peer reviewed our papers, we got to see something we did well on, as well as things that we may need to work on. So if you notice in Google Classroom, you should have an exit ticket Google form. So these questions are asking, I'm really just kind of... It's a little reflection. When grading your peers work, what is one thing that stood out? When grading your peers work, what's something they needed to work on? These can be... These do not have to be long. This is just what you're thinking. And also, how can this lesson be applicable to the real world? And in a few second... Well, not seconds, minutes, I'm gonna ask you to tell me at least one question you have after reviewing the other migrants. Like yes, you're typing it, but that's the last thing I want to end with is how can this connect to one of the other migrants? So make sure you have that in your head, ready to go. All right, so I'm gonna ask a few of you to multitask here. So if you're not good at that, it's okay. But if you were to answer the question already about a question that you have after reviewing the other migrants, does anyone have any questions that they would like to note for the future? Not about their migrant, that you have right now, but one of the other migrants. Does anyone have a question they would like answered? Wow. I think I saw your hand go up first.

- [Student] I have a question about Ida.

- [Teacher] What is the question?

- [Teacher] When she finally migrated. what did she achieve? What kind of opportunities did she receive? What made that choice of migrating good and positive for her?

- [Teacher] I like that question. And we're gonna try to get these answered for you in classes to come. Lily, I saw your hand go up as well.

- [Student] Yeah, I also said Ida. I want to know like what her whereabouts were and if she ever gets to be successful.

- [Teacher] Great job, y'all. Dana.

- [Student] So I was asking about Ida too, but like--

- [Teacher] Y'all love Ida, don't you?

- [Student] Well, it's like with her, how her... How she was raised was different from how she raised her children in the north, and how that affected how her kids grew up.

- [Teacher] I like that, great job. All right, Eli. And I'm not really going too far into how much I like it just 'cause I have so many that wanna answer their... Tell their question.

- [Student] Mine was about Robert. So when he left for the South for that job opportunity, 'cause he was studying medicine, what was his thought process of going into the north? Did he know what was--

- [Teacher] So you mean maybe emotions? Like, was he scared, was he ready? Stuff like that?

- [Student] His emotions but mainly, what he was thinking that would change in the norm.

- [Teacher] Great job, Eli. Miney.

- [Student] My question is for George. Did he eventually get past the invisible laws?

- [Teacher] Okay. Was he able to overcome--

- [Student] Overcome the invisible laws.

- [Teacher] Perfect. Do I have one question from over here?

- [Student] Okay, mine is like George. It's like okay, it's explain by him . But what did you really go to college for? Because I know when he was telling his father, he didn't really have a mindset of why he was going to college. He just really what he wanted to go.

- [Teacher] Perfect. Y'all had some amazing questions and I hope in a future class, we'll be able to answer it. I had Eli tell me how amazing Cassie did, so if she would like to read that to wrap us up and then we will be finished for today. So Cassie, would you mind reading it? Do you have the copy in front of you? Yes. Okay. And just make sure you speak up.

- [Student] Ms. Boehmer, you're MRS, right?

- [Ms. Boehmer] Yes.

- [Teacher] You may go.

- [Student] "There are many things there force migrants "from Southern states, "adversities like the caste system, "Jim Crow laws, "and the overall issue of Southern lynching. "In the South, a migrant named George Starling faced "many challenges that pursued him to the north. "In "The Warmth of Other Suns," "Isabel Wilkerson described it "as "George Starling, ""would've died if he had stayed." "But George's decision to migrate was "almost completely rational. "There were issues surrounding "his nature of being colored. "If he had stayed, "the cycle of torment would have continued. "Being that he came from "a family of sharecroppers, "he would've always ended up owing "the white man . "This led to George being forced "out of the South. "Not only did African-Americans take "harsh treatments of white Americans, "they had to worry about the treatment "of their own. "Wilkerson describes--"

- [Teacher] Wait to pack up or anything. Keep going.

- [Student] "Wilkerson describe this as "it comes back to him, "one image after another, "how Jim Crow had a way of tying ."

- [Teacher] And you have your connection, you wanna read that?

- [Student] "Other migrants that experienced this with them, "Robert and Ida. "Ida and Georgia, and the like, "migrated by force. "George was on the run "and Ida left her family. "Robert and George alike both feared lynching. "Any African American boy that was "in the South had to fear being punished "for crimes that they might have not done."

- [Teacher] I got chills. Can we give her a clap? That was just great. All right, guys, I'm so proud of you. Thank you for everything today.