

# READING WRITING IN THE DISCIPLINES

## **Blended Learning: Evaluating Source Material Video Transcript**

### **Andrea Gambino Rhodes:**

If you guys could go ahead and log in to your laptops.

Our vocabulary and key concepts are online on Blackboard.

If you guys want to go ahead and start reviewing those, just to make sure that you keep that in mind.

We're taking a look today at what factors positively and negatively influence a society. And for today, we're going to be looking at that from the framework of the Industrial Revolution. We will read and annotate primary and secondary sources. Then what we will do is we will discuss in your groups the analysis of the primary and secondary sources, and then, essentially, you guys will report out what you've learned at the end of class.

I think that when we're using highly engaging learning and teaching methods -- for example, using technology like the internet and digital sources -- kids are starting to realize, "I have a voice; what I say matters."

You guys continue reading.

I had three groups working with primary sources that were articles: one about a workers' petition, one that was a biased perspective about an upper social class, and then one about the Lowell Mill girls.

### **Aaliyah:**

My source was primary. It was an autobiography about a woman talking about from age ten that she worked on a mill, and she was treated like a slave.

### **Gambino Rhodes:**

And then I had one group studying photographs from this time period to represent innovations, and then how that impacted society.

### **Student:**

It's like a machine they would probably use for farming.

**Student:**

No, it's the steam traction engine.

**Gambino Rhodes:**

Just using strategies in the sense of, "Who created this? Why did they create it? What is the author's purpose?" Helping them understand that everybody's got a message or something that they're trying to convey.

**Student:**

"The needs of education..."

**Gambino Rhodes:**

Selecting sources is very challenging. I will first look at what our essential standards are, and from there, I will look at our Common Core literacy strands to see ways that I can merge those two things together. And then probably my favorite thing is I just think about what kids are interested in. So I had found this video on Flocabulary called "The Industrial Dream."

When we're watching this video, I want you to think about what positive and negative impacts jump out at you.

One group that's especially passionate about music, they were studying a secondary source, the song lyrics.

**Michael:**

The document was the rap.

I'm just gonna put...

He was explaining what happened during the Industrial Revolution in the song.

**Gambino Rhodes:**

The activity that they were working on I called a digital jigsaw, which is the same structure of a jigsaw activity where students are placed in groups, but using digital sources. It gave me the flexibility to be able to all do something different, but still at the end learn together.

I want you to watch up here and listen. Everybody's going to be working with a different primary or secondary source, and they're going to be from different perspectives, and you'll be able to gauge what their perspective was right away: if they were thankful for the changes in the Industrial Revolution or if they felt mistreated. You're going to want to read through or observe, if you're using the photographs, with your group. So you're welcome to read out loud. Your group

can decide if you want to read independently. All right, step one, simply just read and get that first approach to the sources you're working with. What's step two?

**Student:**

Isn't it annotate?

**Gambino Rhodes:**

Yeah, step two is annotate. And then last but not least, as a full class, we'll share. All right, without further ado, guys, let's go ahead and get going. You want to think about, "Who is the author or the creator of this source? Who is their audience that they're trying to share with?"

**Student:**

I think the narrator's audience is other businesses and how they're, like, good.

**Gambino Rhodes:**

And then from there, I like them to summarize by paragraph and create a gist where they describe who's speaking, what's going on, why did the author write this.

**Student:**

So basically, the author's trying to express the feeling of the petitioners. Yeah.

**Gambino Rhodes:**

Make sure you guys are jotting down your notes, okay? It doesn't need to be complete sentences, but just some quick notes so you guys don't forget.

I was trying to guide their attention in their annotations, so I had guided notes for them at their tables that they could reference.

**Student:**

What is the main idea of this source? When was the source created? Where is this taking place? Why is the author creating the source?

**Aaliyah:**

The first thing we would do is just try and break it down. It helps you if you don't understand something.

**Michael:**

Where it said "anonymous," it's Joseph P.G. Lyme.

I pointed out certain things that seemed interesting, details that give to the main idea.

**Student:**

He needs to make more things, so that way people will buy them since the Industrial Revolution was going so well with making new technologies.

**Gambino Rhodes:**

I'm watching what they're writing down.

Anything that's jumping out at you guys so far?

I also really enjoy and find value in listening to their conversations, check in on them, and just kind of coaching them along the way.

What do you think she's trying to get us to understand?

**Student:**

What they went through?

**Student:**

Yeah, that is wasn't easy.

**Gambino Rhodes:**

What kind of helped you make that conclusion?

**Aaliyah:**

It says they were seen as slaves and brutes.

Usually, if we have an opinion or something, an idea, we have to use information we learned in the document to support it.

**Gambino Rhodes:**

I want them to ask each other questions and kind of gently debate with each other and pull out text that they've seen to prove their point.

**Student:**

So basically, the last paragraph, they're saying the people that have made the machines that put them out of business are still saying, "Go make yourself a new job," and then they're saying, "Well, once we do that, you guys are going to make another machine to put us out of our work again."

**Student:**

I think he was talking to the factory or the boss man.

**Gambino Rhodes:**

The first group that's gonna share for us is Jared's group, so if you guys could please look and give him your attention.

**Student:**

We studied pictures of the Industrial Revolution.

**Gambino Rhodes:**

I tell them all the time that teaching and learning is conversational.

**Student:**

We found out that the bottom part, where you see... Those are where the seeds were separated from the cotton.

**Gambino Rhodes:**

How does it still impact us today?

**Student:**

Because the cotton that was still back then used is still today used for making clothes.

**Aaliyah:**

It helps people share ideas and it helps them think more about it and want to, you know, understand it.

It was similar to slavery because they were treated unfairly, and the owners of the mills saw them as brutes, or slaves.

**Michael:**

If I'm out loud speaking what we learned, then they'll get it.

**Aaliyah:**

It's more helpful when we can visually see stuff online because sometimes, it gets boring if you just always read out of a textbook or you're just reading a document.

**Gambino Rhodes:**

I think it's really valuable, especially in the middle school setting, that they're able to use this type of technology because students are starting to realize that they can have a global audience.

**Student:**

That's why the petition was made, so the workers would be treated fairly and did their jobs.