

1.7 Rehearsal & Revision

Overview

The key objective in this lesson is to provide students with tailored support, while also connecting them with other students performing the same task. That should result in better questions and troubleshooting to improve outcomes for lesson 1.8. Based on your knowledge of the students, specific decisions you've made on the scope and outcomes of the assignment, and time available, you should create either resource handouts or web-based hubs of resources to assist students as they continue to work. The goal is to support students as they complete the project, but to leave the majority of the tasks in their hands, once ample framework has been provided.

Objectives

Students will:

- Complete role-specific tasks.
- Research general information and document usable sources.
- Collaborate in creating and revising pieces of the project.

Background Information

Continue to encourage the use of the Rubric and Introduction Letter for reminders and clarification on tasks. Have teams double-check roles in the Team Contract, and update any discipline actions or check-marks in their records. Again, the more they use the Contract during the project, the better they will become at understanding individual accountability and work management.

Intro

For the best possible use of time, it makes sense to decide which roles are best suited to begin work right away (probably the Visual role) and which are most likely to need immediate support to get the maximum return on their efforts (likely the Research Writer). Ideas can include demonstrating academic search engines, how to cite sources, how to create and enhance slides, sharing out found visuals and brainstorming points of comparison between cultures, and other issues that arise organically during the process.

Classroom Activity (45-60 min)

Worktime. If students have all needed resources, they should be able to use more than an hour of work time to gather info, create scripts and slides, and start phrasing their report.

Subject

Social Justice



Grade

7th-12th

Time

60 – 90 minutes

Materials

- Rubric (for Reference)
- Team Contract
- Introduction Letter
- (suggested, not provided) Sample Resource Sheet

Unit and Lesson Standards

Social Studies:

- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
- HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.
- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

Conclusion (5-10 min)

Students should, at the very least, have draft versions of their reports. Decide on your requirements for out-of-class work and time extensions. Teams should have already made agreements in the contract about how to handle out-of-class communication and work completion. This is the time to use and honor those agreements. Depending on class size and period length, reports are unlikely to be completed in one day, so you may want to offer incentives for those who present early, confirmation of full-credit eligibility for those who are ready on the 1st presentation day, and support for those who won't finish on-time but need to see examples for a final push.

- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.