

Numbered Heads Together: Westward Expansion

by Kimberly A. Cecil

Students are given dry erase boards and markers (and cloth to erase). The class is divided up into groups of 4. Each student within that group numbers off (1-4). Then each group is given a "topic" taken from Westward Expansion Unit. Students write on their white board anything that they can think of related to that topic. It can be a definition, or a connection, or even a story that they recall. It should be level 0 for this part of the exercise. The teacher calls "time" after about 5 minutes (or less if all groups appear to be finished). The teacher then gives the group time to discuss what they each wrote down. Teacher will randomly call out a number 1-4 to see who starts. Each student must share something, and can only talk when it is their turn. The teacher will call "time" again, and then call on a number. Each student with that number will take turns sharing what his or her team discussed. This can go for one round or two depending on class time.

Possible Topics: Andrew Jackson, Jacksonian Democracy, Nullification Crisis, Indian Removal, Oregon Trail, Goldrush, Mexican-American War, Henry Clay, Era of Good Feelings, War of 1812, American System, Missouri Compromise, Hudson River School, Manifest Destiny, Industrial Revolution. It is OK if topics overlap.

Grades: 8

Discipline: Social Studies

Course: Expanding our Nation

Section 1: What Task?

Teaching Task

Task Template 29 - Narrative

Look at the topic your group was given. What comes to mind? After reading from the Holt Social Studies book and viewing various History Channel clips about Western Expansion, write a short explanation or definition in which you relate what you recall about the given topic. You may use bullets, or write a short paragraph or definition, whatever way you can make a connection .

Common Core State Standards

Reading Standards for Literacy in History/Social Studies 6—12

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

Speaking and Listening Standards

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Kentucky

Core Content for Social Studies Assessment Version 4.1

SS-08-2.3.1

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.

SS-08-2.3.2

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.

SS-08-3.4.2

Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.

SS-08-4.1.2

Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction.

SS-08-4.2.2

Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.

SS-08-4.3.2

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction.

SS-08-4.4.2

Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.

SS-08-5.1.2

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

Texts

No texts specified

Background for Students

Students have read chapters prior to this exercise. They have also viewed clips from The History Channel and Youtube related to these topics. This is for review purposes prior to unit test.

Extension

The teacher could easily turn this is to a writing assignment by making an exit slip for all students to fill out about what they learned (formative assessment)

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Preparing for the Task</i>	
<i>Reading Process</i>	
<i>Transition to Writing</i>	

Section 4: What Results?

Student Work Samples

No samples uploaded

Teacher Reflection

This would have been a good activity to do outside on a pretty day since white boards were being used. It would have allowed us to spread out a little more than in a classroom. However, it wasn't too bad inside since most stayed on task and engaged.

Another way we could have done this same activity would be to use "placemats" (another Kagan activity). The center could be the "topic" and students write their ideas on the placemat in their area, then discuss, and then decide which is the best idea that sums up that idea. They could then circle that one idea, and rotate to the next subject/topic, taking their placemat with them. At the end, they could record what they felt to be the most important of each topic onto one group paper to turn in for a grade.

Technology could have also been utilized. Using Google Docs form, the teacher could have designed a form that would ask connection questions from each team. Each team would have one tablet to pass around and share, or a designated typer for the group could input their data. This would allow the teacher to get their results quickly and then they could have had the "numbered heads" discussions the next day.

Although there was no rubric for this activity, students were being given a grade based on participation and cooperation. If an exit slip was assigned, a rubric could be designed to score it for a grade.