
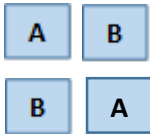


## TALK TASK #1: QFT

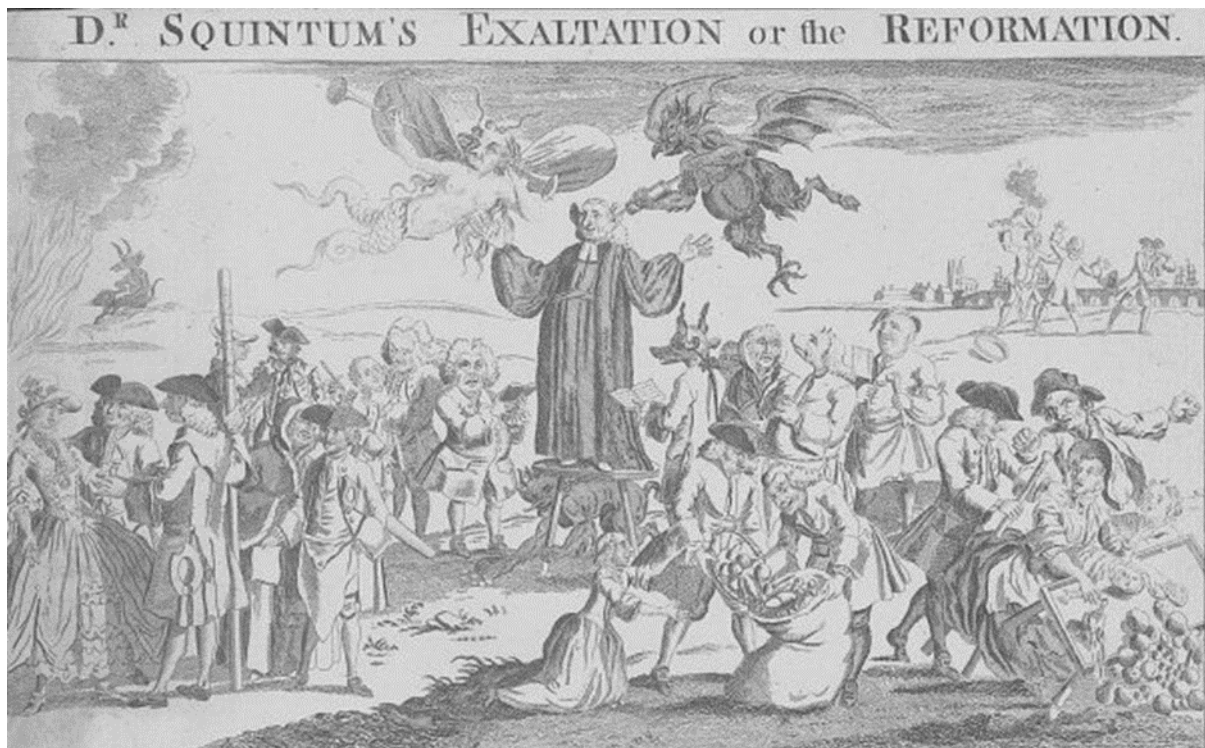
How did the Great Awakening contribute to revolutionary thinking?

Worthwhile Standards-Based Topic & Why It's Important	SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts. SS.6.8.EWC.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.
Discussion Norms	Use the Discussion Guidelines
Thoughtful Group Formation (What type of configuration will work best?)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Pairs   </div> <div style="text-align: center;">to</div> <div style="text-align: center;">             Pairs Squared   </div> </div>
Prompt (What texts will guide the discussion?)	<p style="text-align: center;">“The Great Awakening helped pave the path to the American Revolution” George Whitfield Painting and Political Cartoon</p>
Task (What will students do? What roles will they have for both speaking and for listening?)	<p style="text-align: center;">Partners (A, B)</p> <p>Looking at the two images, source the documents together (type of source, who, what, when, etc.).</p> <p><b>Partner A:</b> Read aloud the statement at the top of the page. <b>Partner B:</b> Come up with 2-3 questions about this statement, or either one of the sources.</p> <p><b>Partner A:</b> Tally questions and respond to <b>Partner B</b>. Use stems to build on his/her questioning if needed. (“I would like to add to your question...”, or “I want to know that too, but I also wonder...”.) Come up with an additional 2-3 questions. Repeat this process taking turns until you have a tally of at least 10 questions.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Pairs Squared (Two A, B Partners Join Up)</p> <p><b>QFT:</b> Follow the directions of the “What if we wonder?” page to generate as many questions as you can in the time provided.</p>
Accountability (How will you measure student engagement and growth as speakers and listeners?)	Individual Self-Assessment on maintaining focus on task (cognitive) and listening actively and responding appropriately (social emotional)

The Great Awakening helped pave the path to the American Revolution



*George Whitefield preaching, Collet, John (c.1725-80) / Private Collection / Bridgeman Images*



*Image: 1763 political cartoon lampooning George Whitefield. From the [Library of Congress](#).*

# What if we wonder?

## Question Formulation Technique Focus: People & Communities

### Rules for Producing Questions

Ask as many questions as you can.

Do not stop to discuss, judge or answer the questions.

Write down every question exactly as it is stated.

Change any statement into a question.

# Question

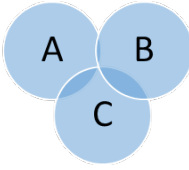
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# What if we wonder?

## Question Formulation Technique

1. Produce Your Questions.
  - Base your questions (loosely, if need be) on the focus word, phrase, or statement.
  - Number your questions for each source.
2. Categorize Your Questions as C or O.
  - Closed-ended questions (C) can be answered with “yes” or “no” or with one word.
  - Open-ended questions (O) require an explanation and cannot be answered with “yes” or “no” or with one word.
3. Name Advantages and Disadvantages of Types of Questions.
  - Change one closed-ended question into an open-ended, and change one open-ended question into a closed-ended one.
4. Prioritize Your Questions.
  - Choose the three most important questions from your list. Mark them with an “X” or highlight them.
  - Discuss your reasons for selecting those three questions.
  - What are the numbers of your priority questions?
5. Reflect.
  - Did your questions represent historical thinking skills? Why or why not?
  - What did you learn? What value does it have?
6. Do something to extend your learning on the focus and to answer your priority questions. Research to find out answers and to develop further questions.


## TALK TASK #2 School21 Video Analysis

Worthwhile Standards-Based Topic & Why It's Important	ELA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Discussion Norms	Use the Discussion Guidelines
Thoughtful Group Formation (What type of configuration will work best?)	<p style="text-align: center;">Triads</p> 
Prompt (What texts will guide the discussion?)	<p style="text-align: center;">Oracy in the Classroom Strategies for Effective Talk</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=2ADAY9AQm54">https://www.youtube.com/watch?v=2ADAY9AQm54</a></p>
Task (What will students do? What roles will they have for both speaking and for listening?)	<p>Watch the video focusing on the following perspective (circle your role):</p> <p><b>Partner A:</b> Teacher Requirements</p> <p><b>Partner B:</b> Student Requirements</p> <p><b>Partner C:</b> School Culture &amp; Supports</p> <p><b>Discuss:</b> What does a focus on oracy look like?</p>

<p>Accountability (How will you measure student engagement and growth as speakers and listeners?)</p>	<p>Individual Accountability: Write a summary sentence from one of your other group member's perspective.</p> <p><i>What does a focus on oracy look like?</i></p> <hr/> <hr/> <hr/>
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### TALK TASK #3: Primary Source Analysis

How did photographs of child labor during the Industrial Revolution lead to reform?

<p>Worthwhile Standards-Based Topic &amp; Why It's Important</p>	<p>SS.9-12.WH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>ELA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Discussion Norms</p>	<p>Use the Discussion Guidelines</p>
<p>Thoughtful Group Formation (What type of configuration will work best?)</p>	<p>Traverse</p> 
<p>Prompt (What texts will guide the discussion?)</p>	<p>Who was Lewis Hine? What did he do about child labor in America? Primary Source Set</p>
<p>Task (What will students do? What roles will they have for both speaking and for listening?)</p>	<p>Take turns talking to the partner across from you for each move. [Be sure to listen to movement instructions]</p> <p><b>First look closely at your photograph and read the caption.</b></p> <p><b>Move 1: Observe – Describe what you see.</b> What do you notice first? What people and objects are shown? How are they arranged? What is the physical setting? What, if any, words do you see? What other details can you see?</p> <p><b>Move 2: Reflect – Form a hypothesis.</b></p>

	<p>Why do you think this image was made? What's happening in the image? When do you think it was made? Who do you think was the audience for this image? What can you learn from examining this image?</p> <p><b>Move 3: Summarize – Demonstrate active listening:</b> Share with your next partner something about your previous partners' photographs. What are you wondering now?</p>
<p>Accountability (How will you measure student engagement and growth as speakers and listeners?)</p>	<p>Individually make a claim about Lewis Hine's photographs. [Will use this source and others to establish evidence] Self-Assessment on turn-taking and listening actively and responding appropriately (social emotional)</p>



NOTE: The photographs in this primary source packet are all from the [Library of Congress National Child Labor Collection](#). The photographs were all taken by Lewis Wickes Hine and his captions are from the collection. Not all captions contain dates.



2 A.M. February 12, 1908. Papers just out. Boys starting out on morning round. Ages 13 years and upward. At the side door of Journal Building near Brooklyn Bridge. New York, New York.



John Howell, an Indianapolis newsboy, makes \$.75 some days. Begins at 6 a.m., Sundays. (Lives at 215 W. Michigan St.) Location: Indianapolis, Indiana.





Josie, six year old, Bertha, six years old, Sophie, 10 years old, all shuck regularly. Maggioni Canning Co. Location: Port Royal, South Carolina.



Tiny, seven year old oyster shucker (Henry's sister, No. 3291) does not go to school. Works steady. Been at it one year. Maggioni Canning Co. Location: Port Royal, South Carolina.



"Carrying-in" boy in Alexandria Glass Factory, Alexandria, Va. Works on day shift one week and night shift next week. See photo 2261. Location: Alexandria, Virginia.



Glass works. Midnight. Location: Indiana.





488 Macon, Ga. Lewis W. Hine 1-19-1909. Bibb Mill No. 1 Many youngsters here. Some boys were so small they had to climb up on the spinning frame to mend the broken threads and put back the empty bobbins. Location: Macon, Georgia.



Some of the younger boys working in the Brazos Valley Cotton Mill at West. One, Charlie Lott was thirteen years old according to Family Record, another Norman Vaughn apparently twelve years old was under legal age according to one of the other boys there, Calvin Caughlin who did not appear to be fifteen years old himself. These and two girls that I proved to be under legal age were all working in this small mill. It was an exceptional case, but it is likely that as the children become tired of school later in the year, there will be many more at work. Location: West, Texas.





Sadie Pfeifer, 48 inches high, has worked half a year. One of the many small children at work in Lancaster Cotton Mills. Nov. 30, 1908. Location: Lancaster, South Carolina.



A view of the Pennsylvania Breaker. The dust was so dense at times as to obscure the view. This dust penetrates the utmost recess of the boy's lungs. Location: South Pittston, Pennsylvania.



Breaker boys working in Ewen Breaker of Pennsylvania Coal Co. For some of their names see labels 1927 to 1930. Location: South Pittston, Pennsylvania.



Trapper Boy, Turkey Knob Mine, Macdonald, W. Va. Boy had to stoop on account of low roof, photo taken more than a mile inside the mine. Witness E. N. Clopper. Location: MacDonald, West Virginia.





Amos is 6 and Horace 4 years old. Their father, John Neal is a renter and raises tobacco. He said (and the owner of the land confirmed it) that both these boys work day after day from “sun-up to sun-down” worming and suckering, and that they are as steady as a grown-up. Location: Warren County –Albaton, Kentucky



Jewel and Harold Walker, 6 and 5 years old, pick 20 to 25 pounds of cotton a day. Father said: “I promised em a little wagon if they’d pick steady, and now they have half a bagful in just a little while.” Location: Comanche County, Oklahoma