READING WRITING IN THE DISCIPLINES

Organizing Ideas from Multiple Sources Video Transcript

Lynn Gilbert:
Today, we're going to use video, we're going to use charts, we're going to use graphs, we're going to use words and maps. So we're going to use five different types of texts today to try and answer some questions, and then we're going to hold our thinking in a graphic organizer. The goal of today is I'm going to work with you on one, you're going to work with your partner on one, and then you're going to work by yourself on one. So we're going to model it, you're going to practice it, and then you're going to do it, so that you feel comfortable creating your own graphic organizer today. Fair enough? Okay. We're going to compare two non-fiction pieces of texts. We're going to do the map versus a video. And I have graphic organizers for you, so let's get those passed out.

I think it's important for them to realize that they don't just use the written word, that they have to use all these different forms of nonfiction texts, because science lends itself to that. I can use all those pieces of text to find out information and use it then in my evidence in my reasoning.

How do we cheat read? Jenna.

Jenna:
If you have, like, questions or something, you can read the questions before.

Gilbert:
Very good. If I've got questions, I can read those questions before and know what I'm looking for in the text. And you're on the side that says, "What is the claim in the video? What is the claim in the map? And then, what is the connection between the two? Okay, I'm going to show you the video.

Video Narrator:
Video 13, this is on free-energy capture and storage, but what you'll quickly learn is that this is mostly about photosynthesis. And this is actually a map of...

Gilbert:
I learn that some kids could make these connections and then give me their reasoning, but a lot of them had trouble. They didn't know main idea, they didn't

know which pieces to leave out. In designing the lesson, I decided to use it as an opportunity to scaffold those pieces.

What was his claim in this video? Isaiah?

Isaiah:
Photosynthesis happens on land and water?

Gilbert:
Okay, photosynthesis -- you guys are writing with me -- happens on land and water, right? Now here's what I want you do to. Look at your maps. What does that map tell you? What is the claim of the map? Where the trees are in the world, okay? So in our graphic organizer, the claim of that map is, "Where are most of the trees located on the planet?" Good.

I use the approach, "I do, we do, you do," so it's lots and lots of modeling for them with different types of text and then using a graphic organizer.

So we've got two claims from two pieces of text. Once piece of text is video, the other piece of text is a map. So the bottom says, "Reasoning. What is the connection between the video and the map?" Talk to your partner right now. See if you can figure it out together.

Student:
Maybe the connection is, like...

Student:
Where the trees are.

Student:
Yeah, how much photosynthesis happens where the trees are. What did you think?

Gilbert:
What is the connection between these two pieces of nonfiction text? Okay, Mr. Case.

Student:
Tree cover and photosynthesis across the world. So, like, in South America, it shows both a lot of tree cover and photosynthesis happening in the same general area.

Gilbert:
Very good. Anybody have another idea? Mr. Brandon.

Student:
Where there's less trees, there's a lot less photosynthesis.

Gilbert:
Okay, because here, I don't have a lot of photosynthesis, and on your map, there's not a lot of what there? There's not a lot of trees there. So guess what you just did? You just did the bottom graphic organizer. You just did the reasoning. Now it's going to be your chance to do a little bit. It's not so scary now. So turn your paper over. We've looked at the trees, now we're going to look at the ocean. You're going to work on it with your partner.

Graphic organizers should fit what you're teaching in the lesson. Not all graphic organizers fit every lesson. You have to design the organizer based on what you're looking for. Today I wanted them to do two claims and come down into a common reasoning, so it kind of looked like two boxes and then a big box at the bottom.

Student:
Yeah, and it's making the connection between what the ocean does -- what he said about the ocean in the video-- and in the text.

Student:
Yeah.

Student:
They're not as well adapted for the hot water, so then they just end up with less photosynthesis there?

Gilbert:
Is that something that you actually read in the article or is that something that you're kind of reasoning out in your head?

Student:
I'm reasoning out in my head.

Gilbert:
Then what would the next steps be? Because if it wasn't in the article and it wasn't in the movie, where would you have to go?

Student:
I would just search "water," "photosynthesis," and "global warming," maybe?

Gilbert:
Okay, that might be a place where you would go to start looking at something even further than what we're talking about here.

They need to think for themselves, they need to be independent learners. If I can teach them one thing, it's that quest to be an independent learner. Because no one can give them all the answers. And so now you're getting into their minds to start planting little seeds about "Where do we go next? How do we do this? What does this look like? How would I experiment?" That's what science is, it's asking the question and then trying to figure out how to find the answer or ask another question.

Student:
I thought the reason there wasn't photosynthesis on the equator area was because maybe, like, the currents were, like, blowing them away and, like, they couldn't really root themselves.

Gilbert:
How would you test it?

Student:
I really don't know. I don't really have, like, an ocean to try it out on.

Gilbert:
What if I gave you an ocean, how would you test it?

Student:
Maybe I would, like, plant some organisms in that area and see if they stayed there or if the currents blew them away.

Gilbert:
So you would section off a piece and study that section?

Student:
Yeah.

Gilbert:
Good idea.

When we look at the nature of science, it's that roller coaster all the time. Science doesn't end. It's a question, you experiment, you find an answer, or that leads you to another question, which then leads you to an experiment, which leads you... It's like a never-ending story in science. It's not finite.

What kinds of information did you get from the text? Miss Michaela?

Student:
That the ocean covers about 70 percent of the earth and contains 97 percent of the earth's water supply.

Gilbert:
Okay, so the ocean covers 70 percent of the earth? You guys made tons and tons of connections to photosynthesis and the ocean. So, you've even connected geography, right? You're looking at the equator and you've connected geography with the forests and where they're located in the world and all those... look at all the connections you made today between a video, a map, and a piece of text that's really small. Give me a thumbs up, a thumbs down, a thumbs sideways. I'm good with graphic organizers, I know what I'm looking for now. Good, because you're going to do it next.

So now we're using all these things to glean evidence and glean information from because I'm going to have to write an argumentative piece at the end and I need to make sure I've got good sources. I'm asking you to write on deforestation. What's the first thing that you need to know? Oh, and what does that come back to like we did the other day? Josh?

Josh:
Was it the five Ws and the H?

Gilbert:
Five Ws and an H. Class, what's five Ws and an H?

Students:
Who, what, when, where, why, and how.

Gilbert:
It's like... ah, the clouds open up. Because they knew that they have to know the "what" before they can do the "who, what, where, when, and why." So those are the pieces. That's all formative. I know now that they get it. They know what they need to do and they're ready to have that release and go on and be big learners on their own.

So the first thing you have to do is find out, what is deforestation? What's the next one? Cameron.

Cameron:
Who creates deforestation?

Gilbert:
Who creates deforestation? Alex.

Alex:
Where does deforestation occur or happen?

Gilbert:
Where does deforestation occur? Lucas.

Lucas:
How does deforestation take place?

Gilbert:
How does deforestation take place?

Student:
What can we do to prevent deforestation?

Gilbert:
Number one, how does it affect me and what do I do? This is your assignment. I'm giving you two graphs, I'm giving you a map, and I'm giving you a piece of text. These questions can be answered by using these resources. You're going to create a graphic organizer for those four resources. The end product is going to be a CER -- claim, evidence, reasoning -- paragraph. And that graphic organizer is going to contain all of your evidence. So it's going to be a piece of cake to write the CER because you've all done all the work up front with the evidence in your graphic organizer.

Isaac:
I like using graphic organizers because I feel it's easier to sort out my information so it's easier for me to read, and the next day, then, if I forget, then I could look at the graphic organizer and I'll remember everything.

Gilbert:
How are you going to organize putting data into readable formats so that you can use it to then write? Remember the models we have used in the past. You can use a web, you can use an outline, you can use a foldable, you can use a

flow chart, you can use a T-chart. Whatever makes sense to you. Whatever makes meaning best for you. Lots of good thinking going on.

I wanted them to be able to walk out of there knowing, "Here are my essential questions, this is my target as I read these pieces of nonfiction text, and I'm going to put those in a graphic organizer that makes sense to me so that when I go to write, I feel confident that I have enough information to answer those questions so I can speak intelligently in my writing about this issue."

You guys did a great job today. I am very proud of you. And you guys are off to second period.