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EDUC284: Teaching and Learning in Heterogeneous Classrooms

JUSTICE FOR ALL?

Context

Relevant information about instructional context and students as learners

The implementation site for the Haitian Revolution groupworthy task was a 9th grade Modern World History course at a comprehensive high school. The high school draws from its surrounding community in San Mateo and serves up to 1500 students. The majority of the students at the school are White and Latino with a small number of Asian American and African American students. With 23% of its students labeled as “socioeconomically disadvantaged,” the school does not qualify as a Title I school. The Special Needs program at the school, however, is very developed and many students at the school have an Individualized Education Program (IEP) Plan. The school is organized into Small Learning Communities, or Houses, where teams of four core academic teachers share the same group of students in the lower division (9th and 10th grade) and in the upper division (11th and 12th grade). Additionally, each core teacher serves as an advisor to a group of students in his or her house.

In the class of 28 students, there are approximately equal numbers of White, Latino, and Asian students, with some mixed-race students and one African American student. There are at least seven students in the class who are English Language Learners or who have been reclassified as proficient. The reading and writing levels of the class vary greatly. The reading and writing levels of the students range from early middle school to college level. While the majority of students participate in class activities, higher levels of participation occur when students work in pairs or in groups. In whole class discussion, about five individuals in the class

Comment [AP1]: It wouldn't be hard to get the actual numbers and percentages here (you'll want to get those for PACT)

volunteer to contribute more frequently and regularly than others in the class. About three quarters of the way through the semester, the Cooperating Teacher introduced popsicle sticks to call on students at random to increase participation in whole class discussion. In so doing, there has been an increase in participation while students have been working individually and in groups because there is a higher sense of accountability.

The Modern World History course at this particular school is unique in that it spans over the students' freshman and sophomore years--essentially providing two years to cover the material that many other schools only have one year accomplish. In the lower division, there is no tracking in the History subject area, making this implementation site a heterogeneous classroom. The students are categorized, however, into Advanced Standing and College Prep. Advanced Standing indicates that the student will be taking Advanced Placement courses when they reach the higher division; College Prep indicates that the student will be on track to graduate from high school and attend college. At any point in the school year, students who are labeled as College Prep are able to ask to be considered as Advanced Standing. While it is unclear whether State Standardized Testing affected the categorization of the students, the Cooperating Teacher explained that the Advanced Standing classification works largely on an opt-in basis.

The number of students who are labeled as Advanced Standing and the number of students who are labeled as College Prep are roughly equal in this class. These differences in designation do not affect our class organization and the Cooperating Teacher often does not recognize the distinction between the students. She presents extension assignments to the whole class and presents them as an enrichment opportunity to all. In "Detracking: The Social Construction of Ability, Cultural Politics and Resistance to Reforms," Jeannie Oakes et. al. (1997) found that conventional constructions of intelligence precipitated the thinking that

“ability differences among students were a legitimate basis for educational and social sorting.” (488) As such, the Cooperating Teacher in the classroom adopts the perspective that intelligence is fluid and multidimensional--a perspective that we, too, embodied in the design of the groupworthy task. While we recognized that the various components of the task would not address what Oakes (1997) referred to as the “socially constructed conceptions that lie at the heart of the status quo of schooling, such as intelligence and merit,” we incorporated multiple entry points for students and emphasized the value of everyone’s contributions to demonstrate that all students, whether perceived as high status and ability to low status and ability, gain from collaborating with one another.

Groupwork is essential to the curriculum for this classroom. The students have completed many group tasks up until the point of the Haitian Revolution groupworthy task. In the beginning of the school year, the students read an article in class entitled “Top 4 Traits of ‘Future Proof’ Employees, According to 1709 CEOs” from Forbes Magazine. In this article, “collaboration” was listed as the most desirable trait for employees. The students participated in a class discussion about what this might mean and concluded that working in groups is not only a skill that will allow them to be successful in this class, but for the rest of their lives as well. The activity drew upon a real world application to demonstrate the potential of groupwork. Before reading the article, the students participated in a warm-up activity and class discussion about the positives and negatives of groupwork, in general. In this activity, the students had the opportunity to express their hesitations about the endeavor, bring in their previous experiences, and verbalize the possible benefits of groupwork. Moving forward, the groupwork framework for the class was simple: how will we work to make the positives outweigh the negatives?

The Cooperating Teacher presented the framework and norms for groupwork by emphasizing the community agreements that we had made as a class, the groupwork rubric for the class, and two simple rules: “pay attention to what other group members need” and “no one is done until everyone is done.” The groupwork rubric (Appendix C) measures how the students contribute to their group. Meeting the standard for groupwork in this classroom incorporates helping one’s group reach the goal, applying discussion techniques to resolve conflicts, participating in the group, engaging with all members, and listening to one another. To practice groupwork framework and norms, the students participated in the Broken Squares Activity early in the school year. Cohen (1994) describes this activity as one that reinforces the skill of responding to the needs of the group because without this skill, “the group will not function properly, the group product will be inferior, and the interaction will not provide the necessary assistance for all its members.” (42) After performing group tasks, the Cooperating Teacher asks the students to self-assess on the groupwork rubric on their participation and contributions. There have been a couple of occasions where the Cooperating Teacher has used the rubric to assign grades to individuals as the students are participating in the groupwork.

After the Cooperating Teacher introduced collaboration to the classroom, the students have participated in groupwork at least once a week. During this time, students either work in pairs or as groups of four to determine definitions, discuss ideas, create posters, teach the rest of the class, or to make meaning of a document set. There is a seating chart for the classroom that takes student ability level, social skills, and performance into account. The Cooperating Teacher and STEP Teacher Candidate assign seats based on how they feel students will interact and which pairings or groupings will be the most beneficial to all of their students. While the students participate in groupwork regularly, they have not used process-oriented roles. Once

before participating in the Haitian Revolution groupworthy task, the Cooperating Teacher assigned a different purpose to each of the four members of the students' groups. Other than this instance, the students had not worked with group roles. Before beginning a group task during the beginning of the school year, there were class discussions and brainstorms over the different roles students could take and different ways students could contribute to their group. The Cooperating Teacher and the STEP Teacher Candidate introduced the concept of multiple abilities earlier in the school, although it was not a focus during groupwork as the year progressed.

Planning

Goal and rationale for using groupwork for this learning task

The learning task for the lesson required the students to create a poster presenting their thesis about the results of the Haitian Revolution, along with evidence from the document set, reasoning to support their claims, and visual elements. The Haitian Revolution groupworthy task fell within the Justice, Democracy, and Revolutions unit of the school year, which focused on the Essential Question: Is a democratic form of government the best way to ensure justice in society? By the end of the unit, the students will understand how and why governments are created, how the need for justice fuels conflicts, and how a representative form of government attempts to ensure justice. The theoretical framework for the unit rested on the idea of justice--what it is, what is necessary in society for people to thrive and flourish, what the different types of justice are, and how rights are related to justice. After building the foundation of justice, the Cooperating Teacher and the STEP Teacher Candidate introduced the different forms of government that have been developed to promote a just society. Finally, we asked the students to examine what happens when a government does not ensure a just society. In such cases, the

people demand more democratic forms of government through revolution with the hopes of ensuring more justice. The lesson on the Haitian Revolution is a case study of a situation in which the people demanded a different form of government to ensure justice in their society.

For the lesson plan and the group worthy task, the essential question asked whether the revolution in Haiti produced a more just society. The goal for the lesson was for the students to examine the results of the revolution and compare the society that the revolution produced against the criteria for a just society. Ultimately, the students determined whether the resulting society was just based on the criteria. By the end of the lesson, the students were to be able to identify the causes of the Haitian Revolution, define a just society, and determine whether the result was just.

For the learning task, we provided the students with six documents about the Haitian Revolution. Through groupwork, students would fulfill the learning goal by completing a graphic organizer to categorize the evidence from the documents and create a poster to answer the essential question. **By collaborating with one another, the students would increase the quality of their discussions to interpret the documents and create an understanding of the various impacts of the Haitian Revolution.** The document set included **historical texts, a transcript from a video clip, and paintings, which provided multiple entry points and increased access to the material.** With one document set per group, the students would need to rely on one another's skills ranging from historical thinking skills to artistic ability. Abilities that would allow students to access and complete the task include: identifying evidence from texts, interpreting historical text and paintings, analyzing the message of paintings, and making inferences based on statistics and data. Given the wide range of reading and writing abilities in the class, interactions in groups allowed for all students to have access to the material and the content. In addition to one document, each

group received one graphic organizer. A requirement of the final product was to demonstrate equal participation by all group members. In so doing, all group members contributed to the making of the physical poster by having each group member write on the poster.

Through groupwork, students are able to participate in higher levels of thinking and engage in social learning. Social learning goals drove much of our thinking in designing the groupworthy task to provide the students with opportunities to gain as much from the material as possible. Cohen (1994) explains that “when the groupwork assignment demands thinking and discussion and when there is no clear, right answer, everyone in the group benefits from that interaction.” (11) The Essential Question for the task is open-ended to allow for rich and in-depth student interactions and discussions about what constitutes a just society and whether it is even possible to have a truly, wholly just society. There are many different ways to answer the essential question and after the task was complete, there was a wide variety of answers from the students. Due to the open-ended nature of the essential question, students had more of an opportunity to engage in a productive dialogue and negotiate to reach a consensus regarding a possible response. The goal of the groupworthy task was to foster dialogue--not necessarily debate. The open-ended question and the variety of sources encouraged healthy discussion in which the goal would be to understand the different perspectives in the group (in order to reach a cohesive and comprehensible group answer to the question), revise claims, listen for deeper meaning, and collaborate on a final product. Moreover, the students had limitations, including the time constraints and the resources, that promoted more interdependence among the group members. The different perspectives that may have arisen due to the nature of the question may have caused “disagreement and intellectual conflict” among group members, which Cohen (1994) explains can result in “conceptual learning.” (11)

How the task incorporates the design features of a group-worthy task

Rachel Lotan (2003) identifies five design features of group-worthy tasks:

[1] They are open-ended and require complex problem solving. [2] They provide students with multiple entry points to the task and multiple opportunities to show intellectual competence. [3] They deal with discipline-based, intellectually important content. [4] They require positive interdependence as well as individual accountability. [5] They include clear criteria for the evaluation of the group's product.

We sought to address each of these design features in our task. Our essential question asked students, “Did the revolution in Haiti produce a more just society?” The question was open-ended in that it invited a range of possible responses, including *Yes*, *No*, *Yes in some respects but no in others*, and *More information needed*. Moreover, although the students were guided in part by a framework for examining justice in society that had been introduced in prior classes, the students had to decide for themselves what was meant by a “just society.” Further contributing to the complexity of the task, in order to answer the essential question the students had to review and determine the meaning and value of six different documents, in a variety of media.

The variety of documents we selected, including texts, paintings, and a video clip, provided the students with multiple entry points to the task and multiple ways to show competence. Students who were less comfortable working with texts could nevertheless help their teammates in interpreting the paintings or video clip. The task itself—making a poster that includes visuals, drawing, or symbols—also invited students with talent for art or design to show competence in those areas.

Our task fell squarely within the scope of the class unit on democracy, justice, and revolutions. **It introduced the students to historical events that are often overlooked in traditional curriculum and connected them to the unit's central concepts.** In that sense the lesson content

was significant, and we hoped that the task would facilitate deep learning of that content by providing the opportunity for students to “interact, discuss, and clarify their thoughts” about the source material. (Lotan, 74)

Students were dependent on each other to succeed in the task. We hoped that the amount of work they were asked to complete in a single class period—reviewing sources, creating the poster, preparing for presentations—would foster a sense of urgency and an environment in which students had to rely on each other in order to finish on time. In addition, we decided to provide each group with only one copy of the sources and T-chart (for recording notes on evidence), so as to encourage sharing and collaboration. In order to balance interdependence with individual accountability, we required every student to take a turn presenting their poster as their group’s “docent” during the gallery walk.

On our task card we identified five characteristics of a successful poster and presentation.

(Appendix A) Lotan (2003) notes that criteria for an exemplary group product that is intended to further the group-worthy nature of the task should “reflect the use of multiple abilities, reinforce the use of curriculum materials, and point the connection between the activity and the central concept.” (Lotan, 74) Accordingly, we asked that students incorporate visuals, drawings, or symbols in their poster; demonstrate equal participation by all group members; answer the essential question in a clear and logical manner; and draw evidence from at least three of the sources we provided.

Language demands of the task and the assessment tools

The Haitian Revolution Task Card (Appendix A) was the main source of information for the students on the day of the task. We formatted the Task Card to appear organized and straightforward with language that would not be demanding. The Essential Question and the final

product appear at the top of the task card prominently followed by clear instructions (with key words or phrases bolded). At the bottom of the task card, the requirements are numbered to limit confusion as to what should be on the final poster. The document set itself consisted of three historical texts and three paintings. One of the texts included was a transcript of a video clip that served as one of the sources for the students' document set. We modified the historical texts to contain more accessible language, grammar, and sentence structure, in addition to including a Word Bank for each document. All historical texts were no longer than 300 words and were not very language heavy. Every document contained a header with the context for the document, which assisted in student comprehension of the document. The process of source selection focused on finding documents that would be concise, straightforward, and easily accessible for the students. We included both text and visual based documents (including a video clip) so that the students would have multiple entry points to the task at hand. Students who may struggle with reading, for example, may have felt more connection to the paintings. Moreover, students who excel as auditory processors would be able to draw from the video clip. In this sense, students who may not be able to access a reading task would be able to contribute to this particular group task and be able to use the evidence presented to support their claims.

The modification in the language of the text-based sources reflected the reading level of many students in the class. In this class, the Cooperating Teacher does not modify any primary source documents--including those that are language intensive or long--to develop the students' close reading and comprehension skills. For this task, however, the language was modified to provide access to all students and support all students in being able to reach the learning goal of the lesson: understanding the results of the Haitian Revolution and determining if the resulting society was more just than the one preceding it. The document modification process was an

attempt to distill the document to its most essential elements, which revealed the source’s main point and provided the necessary information for the students to be able to identify the perspective and answer the essential question. While we modified some words and changed some sentence structures, we left in original lines that conveyed the tone of the source (such as “barbarians” and “Eternal hatred of France”). If such words appeared unclear, we included them in a Word Bank with more accessible language to support the students. Due to much practice with text annotation and document work from the beginning of the school year, the students understood that a bolded word or phrase in the text would appear in a Word Bank at the bottom of the page. The formatting of all of the sources in the document set were consistent with one another, with large font (at least 14 pt) and margin space to appear more visually appealing and inviting to all students.

The construction of the group task and the sorting of documents rested on our goal of making the document set and task as accessible as possible to all students. We did not want the language demands to be heavy. In so doing, the students would be able to engage with the material and participate in a dialogue about the meaning of each document and how it contributes to the essential question for not only the lesson, but for the unit overall. As our formulation of the task progressed, we noticed that the students would have to include text on their final product. While we originally planned for a more visual final product, we realized that the evidence and reasoning requirements of the poster would require written language. Moreover, we gave each member of the group an opportunity to present their group’s poster--resulting in an oral language requirement. That being said, we wanted to reduce the language demands as much as possible to allow more students accessibility to task. While the final product required the students to include evidence from the document set and logical explanations for how the

evidence contributed to their final conclusion, the task card was open-ended and allowed for the students to explain this reasoning orally, if they chose to do so. The task card, itself, asked the students to include evidence from at least three documents. The focus of the task was not the written language component of the final product, but rather the reasoning that the students demonstrated in reaching their final conclusion. Moreover, the task card required a visual component to the poster, which provided another entry point for students who may not have been able to access the task due to the written language demands.

Comment [AP2]: What about the language demands of the individual assessment?

How you prepared students for groupwork and for this task

To prepare the students for groupwork for the Haitian Revolution learning task, we believed that the students needed the most support in practicing incorporating group roles into their group interactions. While the students had participated in groupwork regularly in the classroom, groupwork was only structured by the groupwork rubric (Appendix C) and through classroom respect agreements and norms. Therefore, we devoted a 50 minute class session to reminding the students of groupwork norms and practicing group roles. Moreover, we asked the students to focus on the process of completing a group task and on the organization of the process. In planning the group role preparation, the Cooperating Teacher and STEP Teacher Candidate were able to draw upon a recent group task that the students had completed as an example of how to move forward in group work. The week before implementing the Haitian Revolution groupworthy task, the class had completed a group task in which each group created a poster on a different Enlightenment thinker. After completing the poster, the individual groups became the expert on their particular Enlightenment thinker and presented to the rest the class so that they could take notes on a Graphic Organizer. Introducing group roles into the groupworthy task for our purposes began with a reflection on the Enlightenment Thinkers group task, in which

we asked the students the warm up question: “How did your group get started? How did you decide who was doing what?” From this discussion, the class provided a comprehensive list of the different ways that they were able to get started in their Enlightenment Thinkers group task. Some tasks listed included: splitting up the requirements for the poster, reading through the documents, looking for evidence, and taking notes on the text. From this list, we transitioned from how the list that the students generated was a comprehensive recollection of what all members of the group were supposed to do. However, to make groupwork more efficient and productive, working in group roles would allow all groups to complete the task list and reach a better, deeper understanding of the product. The class discussion that followed the transition from task lists to group roles solidified the distinction that we hoped the students would see between the two elements of group work. In other words, there are tasks that all group members are supposed to be doing and there are individual ways in which you (as a student) can contribute to your group.

Comment [AP3]: Perfect – that’s the goal – to make refining groupwork a reiterative process

The group roles that we introduced to the students to make their groupwork more efficient and run more smoothly were Recorder/Reporter, Materials Manager, Task Manager/Timekeeper, and Facilitator. The students received a resource card (Appendix H) with the different roles detailed and some sentence starters that may be useful in fulfilling their role in their group. The students were randomly assigned group roles to practice the day before implementing the Haitian Revolution groupworthy task. The group task for the group roles practice lesson drew from *Designing Groupwork* in which Cohen (1994) presents the Spaceship scenario. (178) We presented the following modified version to the students:

You have just been alerted that a giant meteor is on collision course with Earth and will smash into the general area of the United States. There is a spaceship that has the capacity to set up life on a new planet. 11 people have been chosen to go on the ship; however, an error was made, and now it turns out that there is only room for 7. Your

group must decide which 7 people will go to start life on the new planet. Remember, only 7 people can fit in the ship. Your entire group must agree before selections can be made.

Before beginning the group task, we emphasized that the students would be functioning in their group roles and that the focus of the activity was the process of coming to consensus and not the final product. The level of engagement and the energy level during the activity was high and it was a low stakes way of introducing working in group roles to the class. The class debrief of the activity revealed that while some groups were able to reach consensus, a good number of the students came to their final decisions by voting by majority. The resulting discussion allowed us to emphasize that in moments of disagreement, the dialogue that results is productive and that the students' objective should be to provide convincing evidence or reasons to persuade their group members and reach a better understanding of the material and each other's thinking.

Comment [AP4]: Great

In addition to preparing the students for working with group roles during the Haitian Revolution learning task, the Cooperating Teacher and STEP Teacher Candidate facilitated the creation of the framework by which the students were to examine justice in society and the factors that create a revolution. In the lesson before introducing group roles, the Cooperating Teacher facilitated a group task in which the students generated criteria for a just society. In groups of four, the students were to develop a checklist for a just society in addition to a sentence summarizing what a just society entails. Afterward, the students participated in a gallery walk in which they were able to vote for the criteria that most resonated with them. After the class, the Cooperating Teacher and STEP Teacher Candidate developed a resource card (Appendix I) based on the criteria that the students had developed for a just society. The resource card highlighted five questions to ask of a society to determine whether it was just. For homework that night, the students received an assignment to examine the framework for a revolution. (Appendix J) On the same day that the students practiced group roles, we debriefed the

revolutions framework for the case study of Clarkstown High School (Appendix J) to support the students in understanding the Haitian Revolution.

Building the content knowledge for understanding the Haitian Revolution within the revolutions framework began the day before the implementation of the groupworthy task. We showed the class a video that succinctly introduced the Haitian Revolution and included the conditions of the French colony before the revolution began. During this segment of the lesson, the students received a graphic organizer labeled “Conditions,” “Beliefs,” and “Events” to take notes on the Haitian Revolution. After a short lecture and the video on the Haitian Revolution, we asked the students to fill out the “Conditions” and “Beliefs” columns of the Graphic Organizer. The “Events” column of the Graphic Organizer was pre-filled to demonstrate that the focus of the lesson on the Haitian Revolution was not the actual events, but to understand whether the conditions and beliefs made the society in Haiti just. After filling out the “Conditions” and “Beliefs” columns, we had a class discussion in which we asked the “Just Society Criteria” questions of the Haitian society before the revolution. Therefore, the students were able to understand whether Haiti was just before the revolution in order to decide during the groupworthy task whether the Haitian Revolution resulted in a more just society. By preparing the students for work in roles, examining society through the lens of justice, and understanding the factors that create a revolution, we believed that the students would be able to have an intellectual dialogue about the essential question for the Haitian Revolution groupworthy task and make a more informed decision about their answers.

Comment [AP5]: Nice set-up

Instructing

Overall levels of student engagement

Student engagement appeared to roughly track a bell curve over the course of the lesson. Most students spent several minutes talking and getting settled when they entered the classroom, including for some time after the bell. The class then completed a “Do-Now” intended to prompt reflection on the prior day’s lesson, which had focused on the factual background to the Haitian Revolution, and to connect that information to a broader framework of justice and revolutions. A majority of the class appeared to be focused on completing the Do-Now and roughly 60% appeared to be engaged and paying attention to the STEP Teacher Candidate, Ms. Tran, during the whole-class debrief.

Most students appeared to be engaged during the task itself, which occupied approximately 50 minutes in the middle of the block period, not including time spent on presentations. For some students, including most of the facilitators, their engagement was evident from their body language (for example, leaning into the desks to deliver instructions to the group) or from the frequency with which they spoke. This was not true of all facilitators, however, and one of the least engaged students we observed--who sat facing away from his group members, not speaking for much of the task--had in fact been assigned the facilitator role.¹ Other students demonstrated their engagement by reading or manipulating the documents, taking notes or writing on their poster, or looking at and listening to their fellow group members. In an observation snapshot taken of five of the groups roughly 30 minutes into the task, 15 of 20 (75%) students demonstrated some form of engagement while five students appeared to be disengaged.

¹ That student commented on his groupwork questionnaire that he talked only one or two times during the activity and talked less than he wanted to because he “was not feeling well.” He also noted that “only a few” of the students in his group listened to each other’s ideas. *See* Appendix K.

(Appendix G) Of those who appeared to be engaged, eight were talking or talking and manipulating documents, one was manipulating a document but not talking, two were reading and/or writing, and four were looking at or listening to their fellow group members. (*Id.*) Those students who appeared to be disengaged were, for example, away from their desks for reasons unrelated to the task, at their desks but talking about matters unrelated to the task, or at their desks but silent and looking away from the task materials and their group members.

Perhaps in part because most groups needed every minute of the time allotted to complete their posters, student engagement remained high through the end of the product creation portion of the task. It appeared, however, that engagement decreased to some extent during the gallery walk and poster presentations. During this time we observed one group closely (Group 6 on the seating charts at Appendix F). Many of the students rotating through to observe the group's poster appeared to give only cursory attention to the poster and presentation, and none asked questions of the presenter. We address this dynamic in more detail below.

Student interactions, status problems, and areas of conflict if apparent

Although we did not observe instances of open conflict among students, student interactions during the task did not always play out as we had hoped or intended, and status problems were evident in some of the groups. A review of the performance of one group in particular, Group 6 on the seating chart at Appendix F, illustrates some of the dynamics that we saw reflected elsewhere in the classroom.

This group of four comprised M, an academically high-achieving and socially high status girl; E, a boy who is high status socially but prone to distraction during class; I, a more reserved high achieving girl; and C, a quiet, lower status girl who is a reclassified English Learner. M was assigned the role of facilitator. Shortly after Ms. Tran gave the task card and documents to the

Comment [AP6]: If the posters were mostly text, they could end up seeming repetitive.

group, M distributed the documents among the individual group members with the instruction that they were responsible for reviewing the document or documents assigned to them. The group members then proceeded to read and annotate their documents silently to themselves. As they began to finish their review, each student in turn would fill out the graphic organizer (Appendix D) with evidence they derived from their document. There was very little--none initially--group discussion of the relevance and weight of the various documents. Instead, M would check in periodically with each group member. For example, M completed the evidence chart and then handed it off to I, during which time E appeared to be singing quietly to himself while looking across the room. M then turned to E and initiated a two-person conversation about his document. This dynamic, which favored “taking turns” over robust interaction among group members, appeared to carry to some extent into creation of the group’s poster. At one point we observed M, I, and C squeezing in to write individual lines on the poster, with little discussion, while E waited a turn to write. When space freed up, E moved in to complete his section.

Our notes on participation rates in Group 6 during two short periods (eight and four minutes) near the beginning and then end of the task are not surprising given the interactions we observed. To what extent there was discussion, it typically flowed through M and/or involved only two students at a time. During these two periods M spoke 21 times, I spoke 9 times, E spoke 6 times, and C spoke 4 times.² (Appendix F)

These observations highlight several problems. First, as we have discussed in class, at the individual level the higher the rate of participation in the group (as measured by talking), the

Comment [AP7]: I think there can be a danger that students see the graphic organizer as the task to be completed, which is why it can sometimes make sense not to have one.

² We modeled our scoring of participation on the sample at Figure 9.2 in Designing Groupwork: “The observer simply makes a hatch mark inside the appropriate box for every speech a student makes relevant to the assignment. That speech can be as short as ‘OK,’ or it can run for several minutes. A speech ends when the person stops talking, starts talk that is social or unrelated to the task, or is interrupted by another speaker.” Cohen, Designing Groupwork, at 142-143.

better the learning. (PowerPoint for Sept. 26, 2013 class) In Group 6, one student participated much more frequently than her peers and, we can suppose, therefore learned more during the lesson. The performance of the group members during the presentations, for which they each had to take a turn as docent for their poster, as well as their responses to our content question on the exit questionnaire, lend support to this hypothesis. M and I gave fairly thorough presentations of their poster during their turns as docents. E joked around with his classmates and admitted that he was unclear on several of the details. C's presentation was extremely brief, perhaps 20 seconds. On our exit questionnaire we asked students to, "Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence)." Group 6 responded as follows:

I: It was not more just after the revolution because many problems (having to do with rights, environment, protection, etc.) were still causing trouble in the area, and the revolution did not solve them.

M: One reason why the Haitian Revolution did create a more just society was because they gained independence.

E: *Blank.*

C: I said it's middle. My group wrote both good and bad evidence on each side of paper, and they had same numbers of bullet point, so we couldn't find clear answer.

(Appendix K) Although these responses are only one data point relating to student learning during the task, they do suggest that I and M understood at least some of the evidence derived from the documents, whereas C may have learned that there was evidence to support both sides but without understanding what that evidence meant. We can only speculate about E's learning since he did not respond to the question.

Second, our observations suggest that the quality of interaction (measured by the rate and percentage participation of all group members) also is positively correlated to learning at the

group level. (PowerPoint for Sept. 26, 2013 class) Group 6's poster (Appendix E) was clear, well-organized, and thorough in that it captured most of the relevant evidence from the documents in two columns labeled "more just" and "not more just." This group essentially transferred the information on their graphic organizer to their poster and called it a day. What was missing from Group 6's poster was analysis--additional text or visuals showing why or how the evidence supported their claim that after the revolution in Haiti, "many things changed for the better, but a lot of things are still unsolved." (*Id.*) Contrast this result with the poster created by Group 7. (*Id.*) That group supported their claim that "The Haitian Revolution created a just society better than before, but it could have been safer and more organized," with three pieces of evidence, each followed by a statement analyzing the evidence that began with the phrase, "This proves" One hypothesis as to Group 6 is that the lack of analysis in their final product reflects their lack of robust discussion about the documents. Had they talked more about the documents as a group, perhaps they would have been better able to include in their poster--as urged on the task card--"clear and logical explanations for how the revolution did or did not produce a just society."

Third, the interactions among students in Group 6 illustrate status problems that we had hoped our groupworthy task would work to mitigate. C, a low status student in Group 6, wrote in response to question 4a on her exit questionnaire that she thought the ability to "[t]ell my idea clearly to the group" was important for doing a good job on this task. (Appendix K) Other responses suggest that she did not feel that she was successful in that respect. C checked that she talked one or two times during the group session, and did not talk more because she felt afraid to give her opinion. (*Id.*) It is unclear how much to read into this. C also indicated that she got along with everyone in her group and that all of the members of her group listened to each other's ideas.

(*Id.*) It may be reasonable to conclude that C did not talk during the task as much as either she or her teachers would have liked.

Status problems, though not widespread, were also evident elsewhere in the classroom. At Group 4, we observed S, a high-achieving student, essentially take over the facilitator role from A, a lower status student in the classroom.³ During two brief observations, S spoke 19 times and A zero times. (Appendix F) To the extent that C, A, and other lower status students did not participate freely with their groups, our task did not boost the participation of at least some lower status students as much as we would have liked.

Teacher orientation, wrap-up, feedback

Ms. Tran began class with a “Do Now,” which asked students to answer the following questions based on the background knowledge they were given in our previous class: “What do you think the people of Haiti wanted from their revolution? What was their goal?” As a hint she suggested that students think about the living conditions faced by pre-revolutionary Haitians. She then led a classwide debrief of the Do Now, connecting the topic back to criteria for justice and revolutions that students had discussed in prior classes. A quick show of hands indicated that none of the students thought that Haiti was a just society before the revolution.

Ms. Tran then introduced an agenda for the day and the Inquiry (aka Essential) Question for the task: Did the revolution in Haiti produce a more just society? She followed this with a Multiple Abilities Orientation, in which she introduced the task, advised the students that “This task is complex enough that we need everyone to contribute,” and then reviewed a PowerPoint slide showing that the following abilities would be needed to complete the task:

³ It was A who, as we noted on page 16, wrote in his exit questionnaire that he was not feeling well during class and that only a few of the students in his group listened to each other’s ideas.

Close reading	Taking notes
Making observations	Making annotations
Drawing	Writing clearly
Making posters	Reading
Finding evidence	Examining paintings
Looking for quotes	Remembering information from video clips
Creating a thesis	Identifying perspective
Sourcing	

The goal of the Multiple Abilities Orientation was to create a mixed set of expectations for student contributions to the task in order to make all students feel that they would be able to succeed. This approach is in keeping with Howard Gardner’s theory of multiple intelligences, which holds that “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills,” called “intelligences.” (Gardner, 18) If we consider each student as a “collection of aptitudes,” as urged by Gardner, every student should be able to succeed by contributing to their group in at least one of the ways listed on our slide. (*Id.*, at 28)

As the final part of her introduction of the task, Ms. Tran assigned group roles and distributed task cards and documents to the group. Most groups immediately began reading their task cards aloud.

After poster presentations and with about six minutes remaining in class, Ms. Tran directed the students back to their desks for a short debrief on the content of the lesson. First, she asked that they talk in their groups about whether Haitian society was more or less just after the revolution and discuss what documents and posters they found most convincing. Next, she polled the class to see how many groups thought the revolution produced a more just society, how many

Comment [AP8]: Did students have different roles than the ones they had practiced the previous day? If so, that may have led to some of the failure to adhere to roles that you describe above

thought it produced a less just society, and how many came out somewhere in between. The groups were split roughly evenly between the first two propositions, with a couple groups in the middle. For each of the three outcomes, Ms. Tran asked students to briefly share some of the reasons for their decisions, and which documents they found most convincing. Finally, with about a minute and a half left in class, Ms. Tran asked everyone to self-assess their groupwork using the rubric sheets she distributed at the beginning of class. We decided to save exit questionnaires for the next day to allow students sufficient time to finish them.

After the implementation of the Haitian Revolution groupworthy task, Ms. Maglio and Ms. Tran followed up with the activity across multiple days to further draw out student thinking and reflect upon the questions that had been asked during the groupworthy task. Moreover, Ms. Maglio and Ms. Tran focused on the processes that the groups and the individuals that comprised the groups underwent to make and defend their arguments. The day following the implementation of the groupworthy task, Ms. Maglio and Ms. Tran revisited the different posters presented from across all of Ms. Maglio's classes. The warm-up question for this class session asked, "After looking over the documents and completing the chart, how did your group decide on your final conclusion?" Many students responded that their groups reached their final conclusion by examining their Graphic Organizer and selecting the column in which they had more evidence. The purpose of the question was to dig deeper into the students' sensemaking and thinking. While we had observed student discussions and their final products and presentations, it was still unclear on a handful of posters what reasoning led the students to reach their particular conclusions. We, then, asked the students to rejoin their groups and debrief with one another to determine whether their answers to the warm-up question coincided with one another. Ms. Maglio chose a sample of final posters from across her four classes and developed a

Comment [AP9]: Was there any debrief of the groupwork process or the assigning of competence?

packet of copies of five posters. The sample of posters varied in their arguments, evidence selection, reasoning, and presentation style. The posters were not necessary “the best” of her classes, but were chosen to represent a range of final student products. In groups, we asked the students to rank the sample arguments from most convincing to least convincing. Afterward, the students made a list of the factors that they considered in making their ranking choices. The class discussion that followed highlighted how the posters’ reasoning, organization, and clarity were some of the strongest factors in making the argument convincing. Through this first wrap-up of the Haitian Revolution groupworthy task, the students were able to recognize the elements of a powerful argument, identify such elements in their own group’s poster, and understand how a convincing poster takes many different factors into account (in addition to the explicit requirements on the task card).

For the following couple of days, Ms. Maglio revisited the document set that the students had received for the groupworthy task and provided a copy to every student. Ms. Maglio, then, facilitated multiple conversations in which she asked the students to examine the sources with the lens of a historian--identifying the perspective of the document (which the students had done during the groupworthy task), examining corroboration across documents, determining whether the source is an authority, examining the proximity of the information provided to the event in question, and evaluating whether the source is neutral or whether the source has personal interest. The purpose of these activities was to give the students a closer look at the document set in order to use their historical thinking skills and more deeply examine the just society criteria to reach their answer of whether or not the Haitian Revolution produced a more just society. The students also received a grade for their final poster from Ms. Maglio. Ms. Maglio and Ms. Tran assigned

grades to the posters based on whether they met the requirements detailed on the Haitian Revolution Task Card.

Status interventions: How did the teacher recognize students' "smarts?"

Ms. Tran did not conduct any status interventions during the lesson. As discussed above, however, she did emphasize in her Multiple Abilities Orientation that students could show their "smarts" in a variety of ways during the task.

Strategies used to facilitate access to the task for English learners

Lorrie Stoops Verplaetse (2008) characterizes groupwork itself as strategy for increasing student interaction, which she calls an "essential ingredient[]" for second-language development." (167, 170) While we did not pursue any other, more specific strategies intended to facilitate access to the task for English learners, we did design our group task with the goal of making it accessible to all students. To that end, we selected a variety of documents, including non-text documents like paintings and video. Also, we heavily modified the texts we did use by excerpting liberally, increasing font size, adding explanatory "context" paragraphs at the top of the page, and including word banks to define difficult words or phrases. In addition, Ms. Tran and Ms. Maglio, designed their class seating chart (and thus the groups for our task) with an eye toward supporting some lower status students, including English learners, by seating them near higher status students with friendly or generous personalities.

Video analysis of student interaction

One of our two video cameras was focused for the entire class on Group 1 as it is labeled on the seating chart at Appendix F.⁴ The students as they are shown in our video segment are, from left to right, A, a Latino boy; D, an Asian American boy who had been assigned the

⁴ Although this camera captured most of the group members' actions during the task, the audio is spotty due to background noise.

facilitator role; S, a Latina girl; and I, a white boy. This clip starts approximately 34 minutes into class and ends about eight minutes later. The group received their task card and document packet roughly seven minutes before the start of the clip. During those seven minutes, D, as facilitator, took control of the packet; read the task card silently to himself; gave his group members cursory instruction that they were to answer the essential question and support their answer with evidence; separated the documents; and distributed documents to his group members.

At the beginning of our clip, D appears to be asserting himself as the leader of the group, and as the person through whom all discussion of the documents flows. In the first scene we see him reaching over to look at A's document, then taking the document out of A's hands while the two discuss what it shows about Haitian attitudes toward the French. While D is holding the document at his desk, A appears to be sharing his thoughts with D about the document and also how it might relate to modern-day interactions between the two countries in the context of the French response to the recent earthquake in Haiti.⁵

At the 1:05 mark of the clip, D reaches across and takes a document--one of the paintings--from I's desk. I has his back to the camera and his head resting on the hand, and it is not clear if he was looking at that document, or any of the documents in the packet, when D took it. D looks at the document, comments to himself, and then shows it to A, asking whether he thinks one of the figures depicted is a woman. I, meanwhile, is silently looking across the room and then rubbing his eyes, appearing to be disengaged from the task. S is reviewing and highlighting a document by herself. At about 1:55, D is commenting that "none of these paintings have any significance to the [inaudible], when S interrupts to tell him what facts she

⁵ Although the audio is difficult to pick up here, it appears that A has some interesting and relevant background knowledge about Haiti and France.

has added to the evidence chart to show a “more just” result. While she is talking D snatches a document back from A.

To this point, D, A, and S appear to be working together on the task reasonably well. While we would have liked to see more open discussion, as opposed to serial two-way interactions between D and A and D and S, these three group members are engaging with the documents and interacting with each other. Though it seems clear that I is not actively participating in the task, we do not necessarily know why. **D, as facilitator, certainly is not making an effort up to this point to draw I into a discussion about his document(s).** Though he takes a document off of I’s desk, D never makes eye contact with I or asks for his opinion. But, there also is no indication that I has tried to assert himself in the activity.

Shortly after the 3:00 mark, D is thinking aloud about whether the documents are showing a society that is more or less just. S, holding one or more documents, appears to respond to him with her thoughts, at which point D is briefly distracted by something A is doing below the desks. D resumes a conversation with S, A puts his head down for moment, and I continues to sit passively with his head resting on this hand. Just before the 4:00 mark, S looks away from D and raises her hand to get Ms. Tran’s attention. **While S is speaking with Ms. Tran, who is just off-screen, the three boys do not appear to be paying them any attention.** Instead, D places a document at the center of the desks and asks A and I, “Do you guys think we should add this part to not more just?” A shrugs, and D says sarcastically, “Thanks for your participation.” It does not appear that I responds at all. D sighs and turns his attention momentarily back to S. S appears to be focused on writing or annotating on one of the documents or the evidence chart.

At the 5:30 mark, and for approximately the next minute and a half, S is reading a document aloud and then talking about it and the larger question with D. It seems here that she is

Comment [AP10]: I think this is where you as a teacher have to **demand** the attention of the whole group – if it’s a group question, then they all need to hear the answer . . . or participate in coming to an answer with the teacher’s support

taking more of a lead in the discussion. A now appears to be less engaged than he was earlier in the clip. He has his head down on the desk periodically and is looking around the room, away from the group. Though we do not know for sure what I is doing because his back remains to the camera, he continues to rest his head in his hand and neither his body language nor the faces of D and S suggest that he is participating in their conversation. The participation scoring sheet we completed roughly 20 minutes into the activity is consistent with these observations. We recorded that in a four-minute period S spoke 13 times, D 7 times, A twice, and I once.

(Appendix F)

Almost suddenly, at the 7:00 mark S looks at I and asks, “What do you guys think we should do?” This immediately prompts I to take lift his head off his hands and sit up in his chair. He may say something to S in response. Shortly thereafter, D addresses I directly for the first time, saying his name followed by “More just?”, apparently seeking clarification for something I said as he was pulling the gold group roles sheet from his bag. D then hands I the group’s evidence chart, which I studies and puts back down in the middle of the desks.

The difference in how D and S try to facilitate group discussion is one of the striking things about this clip. S is ultimately effective in engaging I simply by looking at him and asking for his opinion. D, in contrast, largely ignored I during most of the clip, and often interacted impatiently with A. It is possible that this group might have benefited from a few specific tips on how to engage in a group discussion, in addition to the sentence starters that Ms. Tran included on their role cards. For example, this group might have engaged in a more productive dialogue earlier in the task if we had recommended that, after reviewing the documents, each person take a brief turn to share their thoughts and opinions without interruption. A downside to additional scaffolding such as this, however, is that it moves away from the delegation of authority that

Comment [AP11]: Or how you effectively draw people into the conversation

Cohen suggests best promotes student learning. (Cohen, 104) At the very least, this clip raises several points relating to interacting in groups, and working in roles, that we could raise with a class in a debrief or before the next group activity.

Assessing

Formal and informal assessment procedures for students' group products and for individual products. How do you know what they know?

Individual student thinking and group thinking are evident through the **Graphic Organizer that each group completed** to support the completion of the final product. The collaborative efforts of the group manifest not only in the group's final product, but also the notes that they took on the Graphic Organizer. While the member with the role of Recorder/Reporter was the scribe, extra notes on the papers and teacher observations demonstrate that the Graphic Organizers serve as an informal assessment for the students' group products. Each group completed a Graphic Organizer which coordinated the various evidence that the students sifted through to determine the answer to the Essential Question of whether the revolution in Haiti produced a more just society. The Graphic Organizer contained two columns: more just and not more just to support students in sorting the information from the various documents. Of the seven groups, two groups labeled the evidence for each of their columns with the document from which they retrieved the evidence. While six out of seven groups labeled the source of their evidence on their final product, the Graphic Organizer shows the earlier stages of the groups' thinking.

The students' individual products included an **Exit Ticket questionnaire that encouraged a synthesis of the students' groupwork product and their individual experiences and opinions.** After answering the Essential Question for the lesson through the groupworthy task, the students completed a **gallery walk**, in which they examined the arguments and conclusions that their other

Comment [AP12]: What you are suggesting do is teaching students how to work together. If you **required** that students do this each time, that would be taking it too far. But . . . I think that training your facilitators in how to bring people into the conversation will be a better move in the long run

peers had come to. After doing so, the students individually completed Exit Tickets, which included the Essential Question for the lesson and asked the students to provide the answer that they had now reached after the group task and the gallery walk. Through the individual responses to the Essential Question, we were able to see whether student responses had changed based on the gallery walk following the completion of their posters and the wrap-up of the activity. The majority of the students did not change their minds after the gallery walk and generally provided an individual response that was consistent with the rest of their group members. Group 6, however, yielded individual responses that varied from the original group response to the Essential Question. Group 6's final conclusion on their poster indicated, "After the revolution in Haiti, many things changed for the better, but a lot of things are still unsolved." (Appendix E) C from Group 6 was the only student in the class to cite her group in her individual response on the Exit Slip. As mentioned earlier, C responded, "I said it's middle. My group wrote both good and bad evidence on each side of paper, and they and some numbers of bullet point, so we couldn't find clear answer," to the question of whether or not the Haitian Revolution produced a more just society. (Appendix K) M and I from Group 6 reached different conclusions on their Exit Tickets with M providing evidence that the Haitian Revolution created a more just society and I providing evidence with the conclusion that the Haitian Revolution did not create a more just society. E did not respond to the question. Through this informal assessment for the students' individual products, we see that status issues during the groupwork may have translated to how each student understands the material. While C, a low-status, reclassified English Learner, restated the response that her entire group had provided on their poster, M and I, higher status and high achieving students, reached unique conclusions with evidence to support their claims.

Comment [AP13]: It would be very helpful to have samples of individual products

Comment [AP14]: Did you have criteria for the individual products? If so, how many students met the criteria?

To better understand how the students perceived the task and this experience of working in groups, we also asked them to complete the groupwork questionnaire included at Appendix B of Cohen's (1994) *Designing Groupwork*. (183) The questionnaire was included as Section B of their Exit Slip. We have tallied the number of responses for each question in parentheses, or included sample narrative responses in bullet points, following each question. (Appendix B)

After completing the task and participating in the gallery walk, **students self-assessed their participation** and membership in their group. For groupwork in this classroom, Ms. Maglio and Ms. Tran has established the norm of self-reflection and self-assessment. The students recognize the Small Group Member Rubric (Appendix C) as their form of assessment for participation in groupwork. The rubric focuses on facilitation, participation, conflict resolution, and listening skills. The four categories on the rubric are: initial, emerging, meeting, and exceeding. We asked the students to self-assess based on each individual point on the rubric, not in the overall category (of initial, emerging, meeting, or exceeding). The majority of students circled points on the rubric that indicated that they were meeting or exceeding the standard for small group membership. A handful of students did, however, self-assessed as emerging on some points of the Small Group Member rubric. Students who chose items under the emerging column tended to believe that while they are able to "recognize conflicts" within their group, they do not "apply techniques to limit and resolve conflicts" or use "understanding to lead group in limiting and resolving conflicts openly and fairly," which would indicate meeting or exceeding the standard, respectively.

Scoring the posters

Ms. Maglio assigned grades to the posters on a scale of 1 to 4. Every group member received the same poster score. A "1" on the final product indicates "initial," a "2" indicates

“emerging,” a “3” indicates “meeting,” and a “4” indicates “exceeding.” Scores were assigned based on the criteria on the Haitian Revolution Task Card. The five criteria on the Task Card are as follows: demonstrate your position on the question, use evidence from at least 3 documents, include visuals, drawings, or symbols, provide clear and logical explanations for how the revolution did or did not produce a just society, and demonstrate equal participation by all group members. Overall, most students received a “3” for “meeting” the standard on the poster. The groups that received a score of “3” or “3.5” provided some explanation and reasoning on their poster for pieces of evidence provided. Students received a “4” if they were able to provide clear explanations and demonstrated logical reasoning--a skill to which Ms. Maglio had devoted multiple workshop lessons to develop. Group 1 and Group 4 received a “4” on the final poster for providing reasoning on their poster, which demonstrated how their evidence led to their conclusion. One group in the class received a score below a “3” because they provided no reasoning or explanation that linked their evidence to their final conclusion. While we did not intend to score the posters originally, Ms. Maglio hoped to provide this feedback to demonstrate the importance of following directions, meeting criteria, and providing reasoning on written assignments.

Comment [AP15]: Can you clarify whether these scores were actual grades or merely assessments?

Reflecting

What went well? What were some of the students’ reactions?

The students’ posters, on the whole, were comprehensive, factually accurate, and reflected a solid understanding of the evidence presented in the documents. This suggests that we did a good job of selecting documents that were relevant to the essential question and excerpting and modifying those documents to make them accessible to students in the time allotted for the task.

The majority of the students in the class found the group task to be interesting, according to their Exit Slip responses. A total of 16 students described their work in the group as *Very Interesting* or *Fairly Interesting*, and another seven students responded that it was *Somewhat Interesting*. (Appendix B) Only two students responded that the work was *Not Very Interesting*, and no one said they were *Not Interested at All*. (*Id.*)

In addition, most students reported that the task was accessible, and that they worked well with their group members. The vast majority (16) said that their work in the group was *Not too difficult--just about right*; none found the work to be *Extremely difficult*. 12 students reported that they *Knew just what to do* in executing the task, while 13 said, *At first I didn't understand*.

The fact that no students responded that *It was never clear to me*, suggests that groups were effective at resolving any confusion that existed among their team members. Perhaps most interesting, and heartening, is that despite the status issues that we observed the students overwhelmingly reported working well together. 16 said that they talked as much as they wanted to, 18 said they got along with everyone in their group, and 17 said that all of their group members listened to each other's ideas. This is a credit to the students and to the preparation for groupwork that Ms. Tran and Ms. Maglio implemented in class.

What could you have done differently? How could you use what you learned in planning further groupwork?

During the implementation of the groupworthy task, there was very little teacher intervention despite various issues regarding status, disengagement, time constraints, and general confusion. To address the issues that arose, it may have been helpful to provide reminders to the groups of the learning task and the goal of the social learning goals of the activity. For example, reminding the Facilitators of each group that the participation of all group members is not only a requirement of the final product, but also essential for a better understanding of the material and

Comment [AP16]: It may be the case that what looks like a gross status issue to us is still better than other groupwork some students have experienced

the essential question may have helped to assuage status issues that arose. Calling a huddle of particular roles when we saw issues arise to communicate reminders to each group is the least intrusive way of addressing what we saw during the groupworthy task. For example, calling a huddle of the Task Managers/Time Keepers to remind them that it is imperative that the group finish in the allotted amount of time or to ask these members how much more time their group needed may have been a more efficient way of pushing the students to complete the task within the time limit.

Another method of tracking participation among all of the groups would have been to label each group on the whiteboard or another public space and take real-time notes on what the group was doing. For example, if everyone was contributing equally, the teacher would make a note on the board for that group; if one person was dominating the conversation, the teacher would quietly mark the action on the board as well. This way, the students would have received immediate feedback on their participation and know that the teacher was paying attention to how they are interacting with not only the material, but also their peers.

Since there was no intervention during this implementation, one strategy of making an intervention more tangible to the teacher is to practice what to say for future status interventions. Having the practice of saying the actual words that you would say when faced with a situation that makes you uncomfortable or makes the space less safe for a student will allow the words to come more easily in an actual situation that requires intervention.

Through the groupworthy task, the students engaged in meaningful discussions and dialogue and produced products that answered the Essential Question. However, as historians, the students neglected to examine the different sources of the documents provided and dig deeper to make more meaning from the text. Their final products and the wrap-up in the days following

the groupworthy task implementation demonstrated that the task served to merely introduce the students to the content. While the students were able to easily identify the perspective of the documents, many did not necessarily synthesize the documents, make inferences, or provide deeper level interpretations in their final products. The students examined the documents provided at face value and adopted the different perspectives of each document without further analysis. Most groups reached their conclusion by choosing the column with more evidence rather than examining the criteria for a just society and whether Haiti met those criteria. In planning further groupwork, we now know that, in History, it is beneficial to revisit the document set a second time to further examine the information provided. It may not be possible delve deeply into a question given the time constraints and the limited resources; however, introducing the students to the material with historical thinking skills in mind will support the students in reaching a deeper understanding.

Comment [AP17]: That's a common misconception. But your task exposed that misconception as opposed to creating it.

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Appendix A- Task Card

Task Card: Haitian Revolution

Essential Question: Did the revolution in Haiti produce a more just society?

Task: Create a poster that answers the essential question and uses evidence from Documents A-F.

Instructions:

1. As a group, look through all the material in the packet.
2. As a group, **complete the T-Chart**. Use the following questions to guide your discussions as you look at the documents:
 - a. How do you know if a revolution is successful?
 - b. What does a just society look like?
 - c. After the revolution, what kinds of rights did Haitians have? What problems did they still have?
 - d. Who benefited and who was harmed by the revolution?
3. Develop a **poster** that answers the question of whether the Haitian Revolution produced a more just society. Your poster will either celebrate the outcomes of the revolution or make calls for further change.
4. As a class, we will do a **gallery walk**. Each person in your group will have an opportunity to present your poster during the gallery walk.

A successful product (poster and presentation during gallery walk) will:

1. Demonstrate your position on the question
2. Use evidence from at least 3 documents
3. Include visuals, drawings, or symbols
4. Provide clear and logical explanations for how the revolution did or did not produce a just society
5. Demonstrate equal participation by all group members

Appendix B- Exit Slip

Section A

Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence). You do not need to write a complete paragraph.

Section B

Please mark an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. We want to know what you think.

1. How interesting did you find your work in the group?

- a. Very interesting. (5)
- b. Fairly interesting. (11)
- c. Somewhat interesting. (7)
- d. Not very interesting. (2)
- e. I was not interested at all. (0)

2. How difficult did you find your work in the group?

- a. Extremely difficult. (0)
- b. Fairly difficult. (2)
- c. Sometimes difficult. (4)
- d. Not too difficult--just about right. (16)
- e. Very easy. (3)

3. Did you understand exactly what the group was supposed to do?

- a. I knew just what to do. (12)
- b. At first I didn't understand. (13)
- c. It was never clear to me. (0)

4a. What abilities did you think were important for doing a good job on this task?

- Paying attention to everyone's opinion
- Listening to each other's ideas
- Looking at the text/understanding the material
- Historical thinking
- Annotating
- Cooperation
- Staying on task
- Working as a team
- Having everyone participate
- Communication
- Creativity
- Researching

· Following directions

4b. Was there one ability on which you thought you did very well?

___ Yes ___ No

5. How many times did you have the chance to talk during the group session today?

___ a. None. (0)

___ b. One or two times. (7)

___ c. Three or four times. (5)

___ d. Five or more times. (13)

6. If you talked less than you wanted to, what were the main reasons?

___ a. I felt afraid to give my opinion. (3)

___ b. Somebody else interrupted me. (2)

___ c. I was not given the chance to give my opinion. (1)

___ d. I talked as much as I wanted to. (16)

___ e. Nobody paid attention to what I said. (0)

___ f. I was not interested in the problem. (1)

___ g. I was not feeling well today. (1)

7. Did you get along with everybody in your group?

___ a. With a few of them. (1)

___ b. With half of them. (1)

___ c. With most of them. (5)

___ d. With all of them. (18)

___ e. With none of them. (0)

8. How many students listened to each other's ideas?

___ a. Only a few of them. (1)

___ b. Half of them. (2)

___ c. Most of them. (4)

___ d. All of them, except one. (1)

___ e. All of them. (17)

Appendix C- Small Group Member Rubric

	4	3	2	1
Small Group Member	<ul style="list-style-type: none"> ▪ Helps focus group on reaching goals and making decisions and facilitates each member's equitable participation ▪ Uses understanding to lead group in limiting and resolving conflicts openly and fairly ▪ Participates without being asked, does not dominate, and encourages others ▪ Listens attentively to others and incorporates their ideas. ▪ Uses technology to enhance learning and collaboration 	<ul style="list-style-type: none"> ▪ Helps focus group on reaching goals and making decisions and makes effective use of time ▪ Applies techniques to limit and resolve conflicts ▪ Participates without being asked and does not dominate ▪ Listens to others ▪ Uses technology to improve collaboration 	<ul style="list-style-type: none"> ▪ Helps group and participates when prodded ▪ Recognizes conflict ▪ Participates when asked OR may occasionally dominate group ▪ Sometimes listen to others ▪ Uses technology as a part of collaborative process 	<ul style="list-style-type: none"> ▪ Rarely helps group reach goals or allow others to participate fully ▪ Involved in conflicts ▪ Rarely participates OR dominates group ▪ Rarely listen to others ▪ Uses technology for purposes other than learning

Appendix D-Graphic Organizer

Names: _____

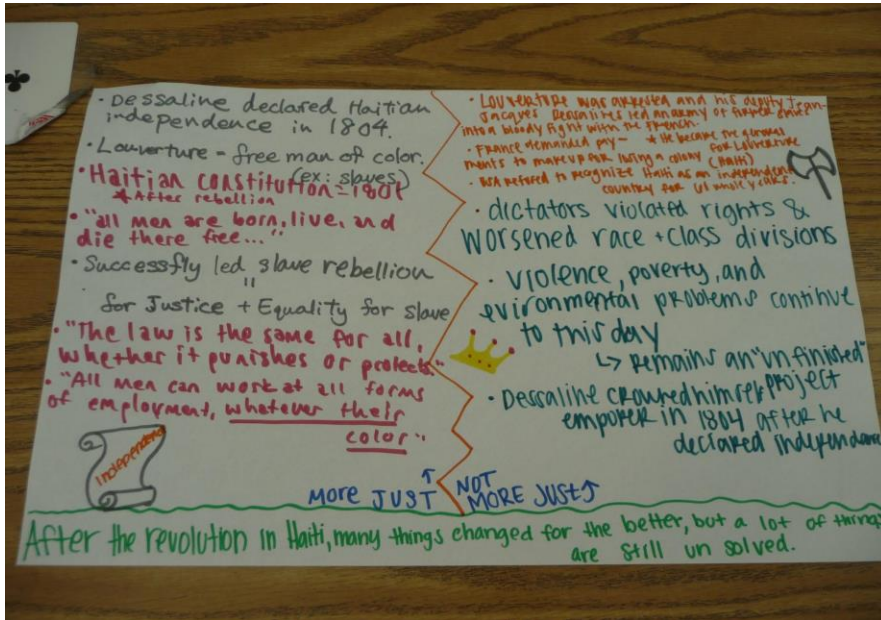
Graphic Organizer: Did the revolution in Haiti produce a more just society?

EVIDENCE

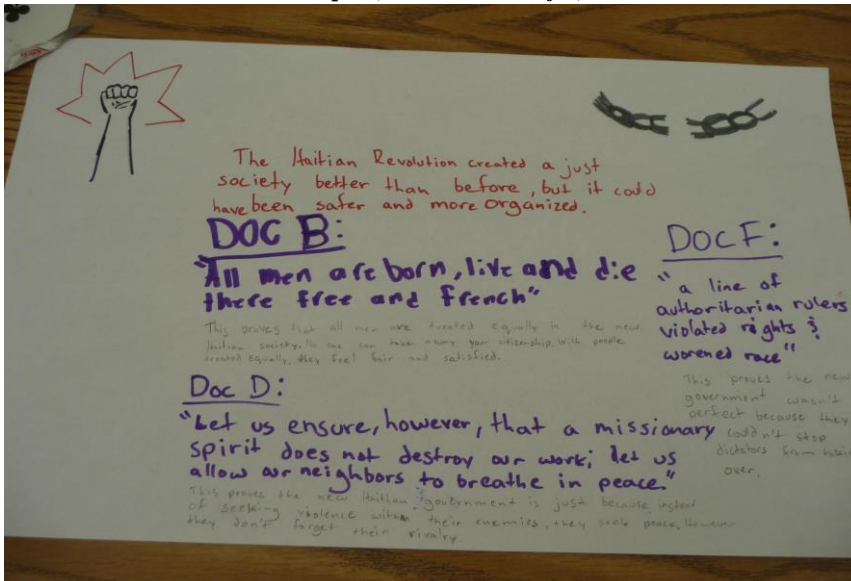
<u>More Just</u>	<u>Not More Just</u>

Appendix E- Sample Groupwork

Group 6 (Score: 3 out of 4)

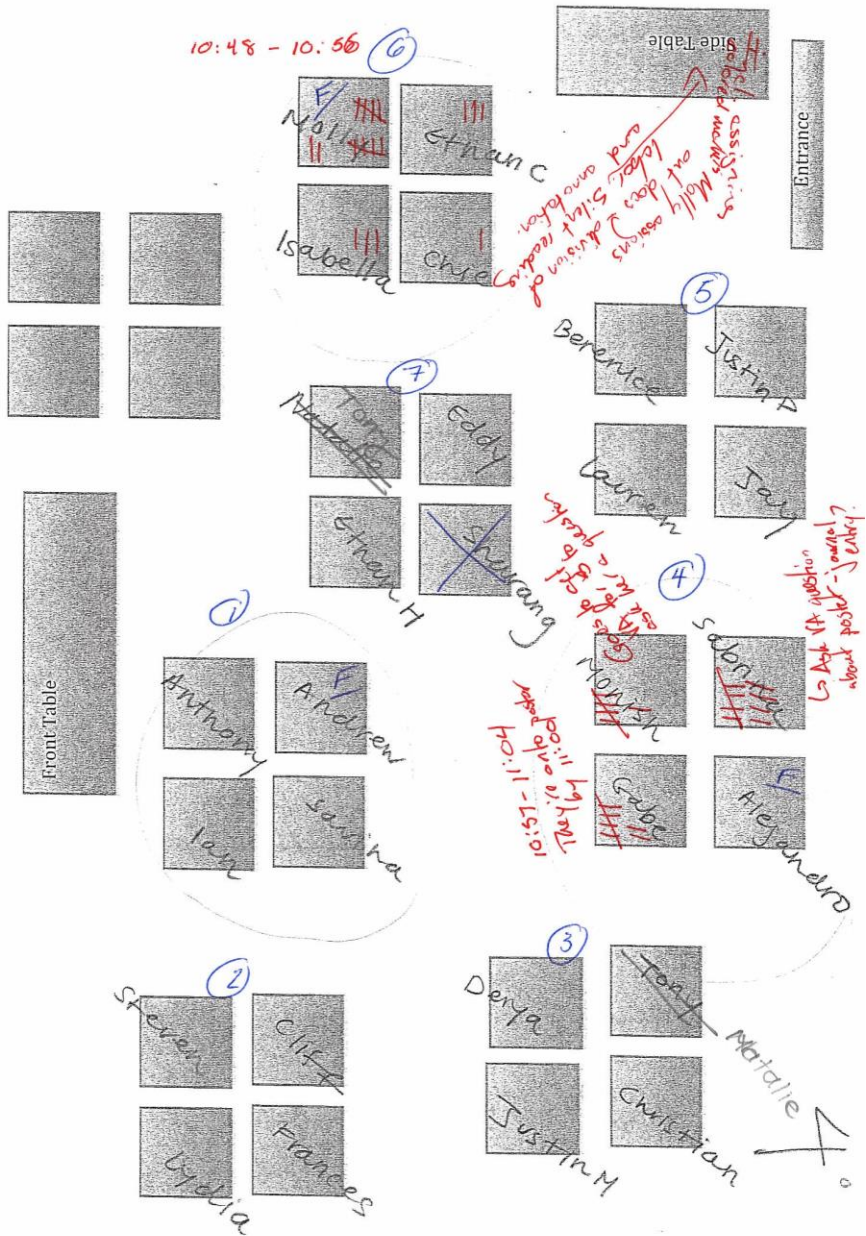


Group 7 (Score: 3.5 out of 4)

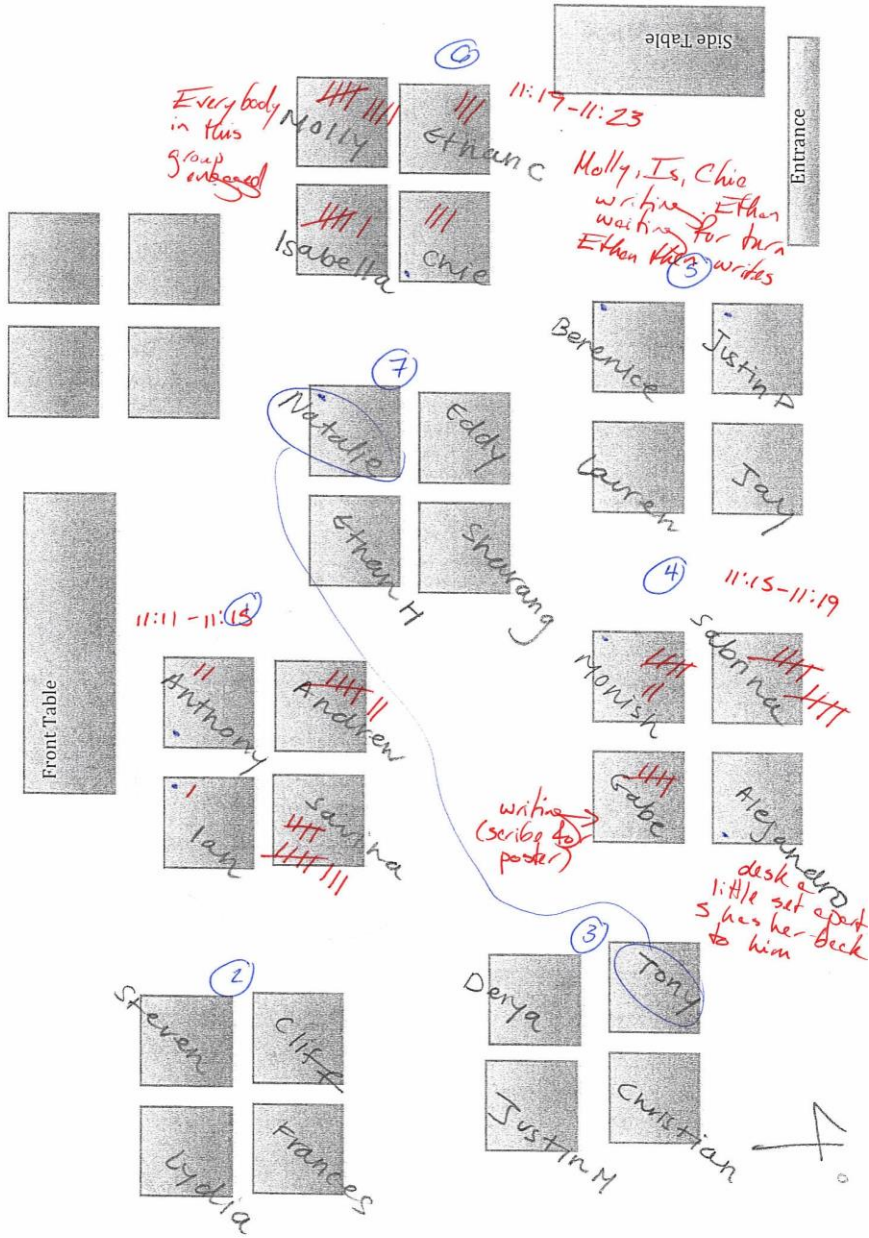


Appendix F- Seating Chart/Participation Scoring Sheet

Front of Room - White Board



Front of Room - White Board



Appendix G-Observation Snapshot

Collegial Observations - Whole Class

Teacher Name _____ Date of obs _____
 Total # of Students _____ Time of obs 11:05 (time up for poster @ 11:25)
 Grade _____ Unit _____
 Observer Name _____ # diff. group tasks _____

Small Groups	Talk or Talk/Manip	Manip only	Read/Write	Look/Listen	Disengaged	Waiting for teacher	N for rows
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
N for columns	8	1	2	4	5		

Total N in Small Groups _____

Away from center:
 In transition on task _____
 Wandering, fooling around, disengaged _____
 In other academic work _____

Total N, Away from Center _____

Appendix H-Group Roles

Facilitator

- Encourages ALL group members to participate equally
- Assigns members to read aloud
- Asks questions of group members
- Ask for *reasons* why members have certain ideas
- Take the lead on breaking down the Task Card
- Point person between the group and the teacher

What a Facilitator might say:

- “What do you think?”
- “We have not heard your voice in a little while and would love to hear your thoughts on...”
- “Why do you think that?”
- “Does anyone have a response to...”

Recorder/Reporter

- Takes notes on the group conversation
- Writes down ideas on group paper
- Point person if others in the class have a question about the group’s ideas
- Will be able to share group ideas with the entire class

What a Recorder/Reporter might say:

- “Does anyone need help with the notes? Does everyone have the notes that they need?”
- “What are the different parts of the assignment?”
- “What is the final product supposed to be?”
- “What do we want to show the rest of the class?”
- “How shall we present this to the class?”
- “Are we ready for the presentation?”

Materials Manager

- Makes sure that all supplies and materials needed are available to the group
- Makes sure that materials are used properly
- Supervises clean up and return of all materials
- See that the group is clean and orderly

What a Materials Manager might say:

- "What materials do we need?"
- "Do we need anything else?"
- "What can we use to _____?"
- "Are you through with _____?"
- "Will you help _____?"

Task Manager/Timekeeper

- Makes sure that all group members are doing what they are supposed to be doing
- Knows how much time the group has for any particular activity
- Assign time limits and keeps group aware of how much time is left
- Knows what is needed to complete the activity
- Looks up additional evidence for the group

What a Task Manager/Timekeeper might say:

- "How much time do we need to do each part of the task?"
- "What do we need to look up?"
- "What else can help us right now?"
- "We need to get _____ done."
- "We need to move on to the next part of the task."
- "We have _____ minutes left."
- "It's time to clean up and move our desks back."

Appendix I-Just Society Criteria Resource Card

Just Society Criteria

- greater good / providing for the needs or general welfare of the society
- secure and safe, rules to keep order
- natural rights protected
- freedom of speech, beliefs, expression
- equality
- individual rights
- education
- freedom
- no cruel/unusual punishments
- voting / people have a say in the gov't
- rules apply equally to all
- shelter/food
- no discrimination (race, class, etc.)
- no slavery
- gov't protection
- everyone has responsibilities and needs to participate
- has dignity in dealing with other societies
- checks and balances, separated power
- social contract - right to revolution

Questions:

- 1. Does the government provide for the general welfare and needs of the society (food, shelter, education, etc)?**
- 2. Is there security, law, and order?**
- 3. Does the government protect people's natural rights such as life, liberty, property?**
- 4. Are all people treated equally and fairly under the law?**
- 5. Is there a social contract in place that limits the power of the government and gives people the right to have a say?**

Appendix J-Revolutions Framework (Clarkstown High School)

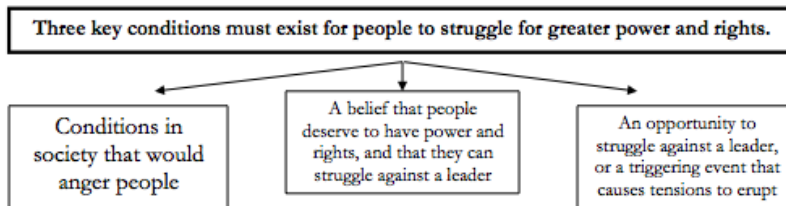
What causes people to struggle for greater power and rights?

A Student Revolt

Reading with a Purpose:

Highlight in one color what conditions caused the student revolt, in a different color the beliefs students held that empowered them to revolt, and in another color what triggered the revolt.

Clarkstown High School was known for being very unfair towards its students. Teachers at the school would publicly insult students, call them names, and tell them they would never be successful. Also, students were forced to pay their teachers \$5 a week for class supplies. If a student did not have the money that week, the teacher would make the student stand up for the entire class with a dunce cap on his or her head. Students hated the school, but always followed the orders. One day in November, 1943, the student newspaper printed an article saying that students were the most important part of the school, and that schools were supposed to help students. Because of this article, students began to think that they deserved a better school that would help them. Students began to talk about how to change the school during lunch and passing periods. They came up with many ideas for how to improve the school. In January, on the first day back from winter break, the school had a water pipe break, and all the students had to be put in the large gym. Never before had all of Clarkstown High’s students been put in the same room at the same time. When they were all put together they decided that now was the chance to change the school. The students revolted against the teachers, took over the school, and wrote new school rules and norms so the school could actually help students.



Fill out the chart with the details you collected from the description of the revolt at Clarkstown HS.

<u>Conditions:</u>	<u>Beliefs:</u>	<u>Trigger Event:</u>

Appendix K-Exit Slips

Name: Algeria chad 2

Section A

Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence). You do not need to write a complete paragraph.

It did not create a more just society, because their general became their dictator, or emperor, so they get away with fear.

Section B

Please mark an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. We want to know what you think.

1. How interesting did you find your work in the group?

- a. Very interesting.
- b. Fairly interesting.
- c. Somewhat interesting.
- d. Not very interesting.
- e. I was not interested at all.

2. How difficult did you find your work in the group?

- a. Extremely difficult.
- b. Fairly difficult.
- c. Sometimes difficult.
- d. Not too difficult--just about right.
- e. Very easy.

3. Did you understand exactly what the group was supposed to do?

- a. I knew just what to do.
- b. At first I didn't understand.
- c. It was never clear to me.

4a. What abilities did you think were important for doing a good job on this task? *looking at the text*

4b. Was there one ability on which you thought you did very well?
 Yes No

5. How many times did you have the chance to talk during the group session today?

- a. None.
- b. One or two times.
- c. Three or four times.
- d. Five or more times.

6. If you talked less than you wanted to, what were the main reasons?

- a. I felt afraid to give my opinion.
- b. Somebody else interrupted me.
- c. I was not given the chance to give my opinion.
- d. I talked as much as I wanted to.
- e. Nobody paid attention to what I said.
- f. I was not interested in the problem.
- g. I was not feeling well today.

7. Did you get along with everybody in your group?

- a. With a few of them.
- b. With half of them.
- c. With most of them.
- d. With all of them.
- e. With none of them.

8. How many students listened to each other's ideas?

- a. Only a few of them.
- b. Half of them.
- c. Most of them.
- d. All of them, except one.
- e. All of them.

Name: Isabella Kalli 4^o

Section A

Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence). You do not need to write a complete paragraph.

H was not more just after the revolution because many problems (having to do with rights, environment, etc) were still causing trouble in the area, and the revolution did not solve them.

Section B

Please mark an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. We want to know what you think.

1. How interesting did you find your work in the group?

- a. Very interesting.
- b. Fairly interesting.
- c. Somewhat interesting.
- d. Not very interesting.
- e. I was not interested at all.

2. How difficult did you find your work in the group?

- a. Extremely difficult.
- b. Fairly difficult.
- c. Sometimes difficult.
- d. Not too difficult--just about right.
- e. Very easy.

3. Did you understand exactly what the group was supposed to do?

- a. I knew just what to do.
- b. At first I didn't understand.
- c. It was never clear to me.

4a. What abilities did you think were important for doing a good job on this task? *For everyone to participate, and for everyone to be doing their best and working.*

4b. Was there one ability on which you thought you did very well?

Yes No

5. How many times did you have the chance to talk during the group session today?

a. None.

b. One or two times.

c. Three or four times.

d. Five or more times.

6. If you talked less than you wanted to, what were the main reasons?

a. I felt afraid to give my opinion.

b. Somebody else interrupted me.

c. I was not given the chance to give my opinion.

d. I talked as much as I wanted to.

e. Nobody paid attention to what I said.

f. I was not interested in the problem.

g. I was not feeling well today.

7. Did you get along with everybody in your group?

a. With a few of them.

b. With half of them.

c. With most of them.

d. With all of them.

e. With none of them.

8. How many students listened to each other's ideas?

a. Only a few of them.

b. Half of them.

c. Most of them.

d. All of them, except one.

e. All of them.

Name: Molly McCormick

Section A

Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence). You do not need to write a complete paragraph.

One reason why the Haitian Revolution did create a more just society was because they gained independence.

Section B

Please mark an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. We want to know what you think.

1. How interesting did you find your work in the group?

- a. Very interesting.
- b. Fairly interesting.
- c. Somewhat interesting.
- d. Not very interesting.
- e. I was not interested at all.

2. How difficult did you find your work in the group?

- a. Extremely difficult.
- b. Fairly difficult.
- c. Sometimes difficult.
- d. Not too difficult--just about right.
- e. Very easy.

3. Did you understand exactly what the group was supposed to do?

- a. I knew just what to do.
- b. At first I didn't understand.
- c. It was never clear to me.

4a. What abilities did you think were important for doing a good job on this task?

• teamwork • listening
• researching • creativity

4b. Was there one ability on which you thought you did very well?

Yes No

5. How many times did you have the chance to talk during the group session today?

- a. None.
- b. One or two times.
- c. Three or four times.
- d. Five or more times.

6. If you talked less than you wanted to, what were the main reasons?

- a. I felt afraid to give my opinion.
- b. Somebody else interrupted me.
- c. I was not given the chance to give my opinion.
- d. I talked as much as I wanted to.
- e. Nobody paid attention to what I said.
- f. I was not interested in the problem.
- g. I was not feeling well today.

7. Did you get along with everybody in your group?

- a. With a few of them.
- b. With half of them.
- c. With most of them.
- d. With all of them.
- e. With none of them.

8. How many students listened to each other's ideas?

- a. Only a few of them.
- b. Half of them.
- c. Most of them.
- d. All of them, except one.
- e. All of them.

Name: Ethan Cho 4^o

Section A

Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence). You do not need to write a complete paragraph.

Section B

Please mark an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. We want to know what you think.

1. How interesting did you find your work in the group?

- a. Very interesting.
- b. Fairly interesting.
- c. Somewhat interesting.
- d. Not very interesting.
- e. I was not interested at all.

2. How difficult did you find your work in the group?

- a. Extremely difficult.
- b. Fairly difficult.
- c. Sometimes difficult.
- d. Not too difficult--just about right.
- e. Very easy.

3. Did you understand exactly what the group was supposed to do?

- a. I knew just what to do.
- b. At first I didn't understand.
- c. It was never clear to me.

4a. What abilities did you think were important for doing a good job on this task?

Working as a team and cooperating w/ each other. Also having positive communication

4b. Was there one ability on which you thought you did very well?

Yes No

5. How many times did you have the chance to talk during the group session today?

- a. None.
- b. One or two times.
- c. Three or four times.
- d. Five or more times.

6. If you talked less than you wanted to, what were the main reasons?

- a. I felt afraid to give my opinion.
- b. Somebody else interrupted me.
- c. I was not given the chance to give my opinion.
- d. I talked as much as I wanted to.
- e. Nobody paid attention to what I said.
- f. I was not interested in the problem.
- g. I was not feeling well today.

7. Did you get along with everybody in your group?

- a. With a few of them.
- b. With half of them.
- c. With most of them.
- d. With all of them.
- e. With none of them.

8. How many students listened to each other's ideas?

- a. Only a few of them.
- b. Half of them.
- c. Most of them.
- d. All of them, except one.
- e. All of them.

Name: Chie Taino

Section A

Write one reason why the Haitian Revolution did or did not create a more just society and why (with at least one piece of evidence). You do not need to write a complete paragraph.

I said it's middle. My group wrote both good and bad evidence on each side of paper, and they had same numbers of bullet point, so we couldn't find clear answer.

Section B

Please mark an "X" on the line to the left of each answer that is most like how you feel for each question. Remember, this is not a test. There are no right answers. We want to know what you think.

1. How interesting did you find your work in the group?

- a. Very interesting.
- b. Fairly interesting.
- c. Somewhat interesting.
- d. Not very interesting.
- e. I was not interested at all.

2. How difficult did you find your work in the group?

- a. Extremely difficult.
- b. Fairly difficult.
- c. Sometimes difficult.
- d. Not too difficult--just about right.
- e. Very easy.

3. Did you understand exactly what the group was supposed to do?

- a. I knew just what to do.
- b. At first I didn't understand.
- c. It was never clear to me.

4a. What abilities did you think were important for doing a good job on this task?

Tell my idea clearly to group.

4b. Was there one ability on which you thought you did very well?

Yes No

5. How many times did you have the chance to talk during the group session today?

- a. None.
- b. One or two times.
- c. Three or four times.
- d. Five or more times.

6. If you talked less than you wanted to, what were the main reasons?

- a. I felt afraid to give my opinion.
- b. Somebody else interrupted me.
- c. I was not given the chance to give my opinion.
- d. I talked as much as I wanted to.
- e. Nobody paid attention to what I said.
- f. I was not interested in the problem.
- g. I was not feeling well today.

7. Did you get along with everybody in your group?

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- b. With half of them.
- c. With most of them.
- d. With all of them.
- e. With none of them.

8. How many students listened to each other's ideas?

- a. Only a few of them.
- b. Half of them.
- c. Most of them.
- d. All of them, except one.
- e. All of them.