

## Video Transcript Collaborative Summarizing in 7<sup>th</sup> Grade History

Teacher: Okay our — this is objective 16-1A — it's our new objective for the day. I will write just to show that I can explain that the Portuguese and Spanish were leaders in exploration who discovered new lands and people. So, when we are looking for the gist of something we are looking for who or what is most important. When we're looking for the gist, what are we looking for?

Teacher and Students: Who or what is most important.

Teacher: But we also need to know what we're not looking for. What we're not looking for are details or examples. So, what I'm going to do... and I want you to follow along because you all have highlighters... is I want you to follow along highlighting with me, okay? *Jews responsible for much of Portugal's success on the seas known as Prince Henry the Navigator...* well, clearly he seems to be who or what is most important. Why is he important? *Much of Portugal's success...* When we are highlighting we don't need to see the whole paragraph highlighted or the whole sentence highlighted. We just highlight the main or the important ideas, okay. So Portugal's success... Prince Henry the Navigator, he built an observatory and a navigation school. So I could say, "although he didn't go on any voyages, Prince Henry the Navigator of Portugal built a school to teach sailors, paid people to go." Okay, so now with your partner and your highlighter, keeping your objective in mind, let's get into the highlighting on this and then we'll share out when you guys are done. I'm going to give you five minutes, maybe six, okay? Get to work please.

[Multiple speakers]

Teacher: Okay, remember your objectives about — that they were leaders in the exploration, so the important thing to get on both of them I think, don't you think, is what that it is they supposedly discovered. Okay? So it looks like you've got some good stuff on Columbus, but what about Cabral? What did we highlight? And be prepared to explain why if I don't see how it's related to the objective. So you and your partner get together, start thinking about how to condense these ideas and put it in a rough draft, okay?

Student: We could add in Colombia set sail and reached the Bahamas, but thought he reached Asia. He made, um, he made three journeys.

Teacher: So our final gist, we hope, Columbus discovered North America and the Indians while travelling to Asia. Cabral found South America trying to get around Africa.

Student: In the Bahamas... no there are too much from my point of view.

[Multiple speakers]

Teacher: Remember Caroline, louder and slower.

Caroline: Columbus discovered North America and the Indians while travelling to Asia. Cabral found South America trying to get around Africa.

Teacher: How many words?

Caroline: 20.

Teacher: 20 exactly?

Caroline: Yes.

Teacher: Well [inaudible]. I love it. All right one more time. [inaudible] You're ready?

Student: I give it 4.5 only because at the end when it said — was trying to go to Africa and then discovered South America — I don't know, I feel like that trying to go to Africa part kind of made it sound like it was an accident, and the objective isn't really on accidently discovered, it's just discovered.

Student 2: Making journeys to America Columbus found land unknown to Europeans, while Cabral discovered South America when sailing too far west.

Teacher: Why? Defend your reading.

Bryan: I give it a five because it was related to the objective and I like how it took a lot of information and just summed it up in like three or two words.

Teachers: A lot of condensation of ideas and concept. Yeah that was, that was totally rock solid, hands down. Excellent you guys.

SOURCE: WestEd and Fairfield-Suisun Unified School District