

Lesson Two:

In-Class Demonstrations

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions). Write your responses in a Word document and submit the document by attaching it with a reply to the facilitator's post.

ESTUARIES AND THE GULF OF MEXICO, SHARLENE WALKER, FOY H. MOODY HIGH SCHOOL, CORPUS CHRISTI, TEXAS

In this portion of the lesson you will get a chance to view Sharlene Walker as she teaches two lessons about tidewaters. The strategies she uses can be used in any context. Click on the [Sharlene Walker Profile](#) to learn more about her.

OVERVIEW

- Click on the video [Estuaries and the Gulf of Mexico](#). Begin by viewing the video all the way through. After you have viewed the video, submit your response to the following prompt to your facilitator.
 - What did you hear and see as you watched the video?

LESSON ONE: ESTUARIES

- Next, work your way through the [Estuaries and the Gulf of Mexico](#) video, lesson by lesson. Watch Sharlene's first lesson, which focuses on having students explore the characteristics of estuaries, using short videos. It begins with the title sequence and ends when the words "Lesson Two: The Gulf of Mexico" appears on the screen. As you view the segment, watch for the strategies that she uses in the lesson.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - Do you think that the use of cooperative learning was effective in this lesson? Why or why not?
 - Do you agree with Sharlene that some times students can teach each other better than teachers? Why or why not?
 - What was the advantage of using videos in this lesson?
 - Do you think that having students create posters was effective in this lesson? Why or why not?
 - What is the teacher's role in this type of lesson?
 - Did you see any strategies that you currently use in your own classrooms? Which ones?

- How would you have handled the presentation of posters by students, in your classroom?
- What other strategies could you use to introduce the characteristics of estuaries?

LESSON TWO: THE GULF OF MEXICO

- Now watch the second lesson in the [Estuaries and the Gulf of Mexico](#) video, which involves students exploring different aspects of the Gulf of Mexico. Watch for the teaching strategies that are part of this lesson. It begins when the words “Lesson Two: The Gulf of Mexico” appear on the screen and ends when the credits appear on the screen. As you view the segment, watch for the strategies that she uses in the lesson.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - Do you think that the use of cooperative learning (jig saw) was effective in this lesson? Why or why not?
 - Do you think that when students are working in groups, a graphic organizer, such as 5W, is helpful? Why or why not?
 - What do you think the creation of newspapers added to this lesson?
 - Would you consider integrating a newspaper activity into one of your lessons? Why or why not?
 - How would you judge the overall effectiveness of this lesson? Why?

You can learn more about teaching about tidewaters by visiting the project web site at http://geoteach.org/teacher_resources/index.php. The complete teacher guide for Sharlene’s lessons appears on the project web site at http://geoteach.org/teacher_resources/index.php.

OYSTERS AND ESTUARIES, J.R. JONES, RICHARD KING HIGH SCHOOL, CORPUS CHRISTI, TEXAS

In this portion of the lesson, you will get a chance to view J.R. Jones as he teaches six lessons about tidewaters. The strategies he uses can be used in any context. Click on the [J.R. Jones Profile](#) to learn more about him.

OVERVIEW

- Click on the video [Oysters and Estuaries](#). Begin by viewing the video all the way through. After you have viewed the video, submit your responses to the following prompt to your facilitator.
 - What did you hear and see as you watched the video?

LESSON ONE: THE BEST LAID PLANS

- Next, work your way through the [Oysters and Estuaries](#) video, lesson by lesson. Watch J.R.'s first lesson in which he deals with a lab that has gone terribly wrong. It begins with the title sequence and ends when the words “Day Two: Turbidity Lab” appears on the screen. As you view the segment, watch for the strategies that he uses in the lesson.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What advantages do you see in sharing with students what went wrong in the preparation for a lesson?
 - What procedures do you use when things go wrong?
 - What are the instructional advantages of having students speculate about what went wrong?
 - What was the advantage of having students restructure the lab?
 - What did you like most and least about how J.R. handled this situation? Why?

LESSON TWO: TURBIDITY LAB

- Now watch the second lesson of the [Oysters and Estuaries](#) video in which student observe oysters, as filter feeders, reducing the turbidity of water in estuaries. It begins when the words “Lesson Two: Turbidity Lab” appear on the screen and ends when the words “Lesson Three: Oyster Anatomy” appear on the screen. As you view the segment, watch for the strategies that J.R. uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - In this lesson, J.R. assigns each student to a specific role. Do you think this is an effective strategy for maintaining student involvement? Why or why not?
 - What are some other strategies that can be used to maintain student involvement during a lab activity?

- What is the role of the teacher in an activity like this?
- How would you judge the overall effectiveness of this lesson? Why?

LESSON THREE: OYSTER ANATOMY

- Now watch the third lesson in the [Oysters and Estuaries](#) video in which students determine how oysters filter water. It begins when the words “Lesson Three: Oyster Anatomy” appear on the screen and ends when the words “Lesson Four: Wetlands” appear on the screen. As you view the segment, watch for the strategies that J.R. uses.
- After you have viewed the lesson, submit your responses to the following prompts to your facilitator.
 - What do you see as the teacher’s role in this type of a lesson?
 - What are some strategies that J.R. could have used to help students synthesize what they learned in this lesson?
 - How would you judge the overall effectiveness of this lesson? Why?

LESSON FOUR: WETLANDS

- Now watch the fourth lesson of the [Oysters and Estuaries](#) video, in which students examine how wetlands filter and purify water that runs off the land and help prevent flooding by functioning as an absorbent area between dry land and a body of water. It begins when the words “Lesson Four: Wetlands” appear on the screen and ends when and ends when the words “Lesson Five: Field Trip” appear on the screen. As you view the segment, watch for the strategies that J.R. uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - How have you used lab models of environmental features in your own teaching? How did they work for you?
 - What do you see as the teacher’s role in this type of a lesson?
 - What are some strategies that J.R. could have used to help students synthesize what they learned in this lesson?
 - How would you judge the overall effectiveness of this lesson? Why?

LESSON FIVE: FIELD TRIP

- Now watch the fifth lesson of the [Oysters and Estuaries](#) video, in which students go on a field trip where they get involved in oyster recycling. It begins when the words “Lesson Five: Field Trip” appear on the screen and ends when the words “Lesson Six: Wrap Up” appears on the screen. .As you view the segment, watch for the strategies that J.R. uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - Why was it important for J.R. to get involved in the recycling activities?

- What did you find interesting about how the field trip developed?
- What else would you have done had you been charged with organizing this field trip?

LESSON SIX: WRAP UP

- Now watch the sixth lesson of the [Oysters and Estuaries](#) video, which consists of a debriefing focusing on what students learned in the unit. It begins when the words “Lesson Six: Wrap Up” appear on the screen and ends when the credits appear. As you view the segment, watch for the strategies that J.R. uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - Why is it important to have a debriefing after a field trip and at the end of a unit of instruction?
 - What do you like or dislike about what J.R. did in this lesson?
 - Would you handle the debriefing differently? Why or why not?

You can learn more about teaching about tidewaters by visiting the project web site at http://geoteach.org/teacher_resources/index.php. The complete teacher guide for J.R.’s lessons appears on the project web site at http://geoteach.org/teacher_resources/index.php.