September 11th, 2001

Effect on New York Economy

Data Analysis

By: Melyssa Aaron

Library of Congress (LOC)

Action Plan for Learning (APL)

Using Oral Histories in the Classroom

September 2010 Workshop
Pennsylvania State Teaching Standards:

1.6.12.A: Listen critically and respond to others in small and large group situations.
  - Respond with grade level appropriate questions, ideas, information or opinions.

1.8.10.C: Analyze and integrate information gathered from a variety of sources to create a reasoned product that supports inferences and conclusions drawn from research.

2.6.A1.E: Make predictions based on lines of best fit or draw conclusions on the value of a variable in a population based on the results of a sample.
  - A1.2.6.2.2: Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).
Inquiry Based Learning Model (IBLM) Used:

**Questioning:** The students will be given an anticipatory set, based on an individual's own experience of September 11, 2001.

**Researching:** The students will be split into 6 groups of 3 or 4 each. They will then be given their topic and instructed to begin research, as a group.

**Discussing:** The students in each group will discuss their findings and compare them to the handouts given.

**Creating:** The students will then work together, to create a graph of their choice, to show their data. They will also create a short presentation, in which they will share their research with the rest of the class.

**Reflecting:** The students will have an individual homework assignment, in which they reflect on their findings and how they could help the economy in New York.
Descriptive Walk Through:

To continue the lesson on working with graphs of different types, I will start off this class period with an audio interview with Gregory Powell (New York, New York; November 16, 2001). This is the link for the interview:

http://memory.loc.gov/ammem/collections/911_archive/title_sound_recording.html (located about 3/4 down the page). In this interview, Gregory is asked three questions. 1.) Where were you when the planes hit? 2.) How did you hear about what happened? And 3.) How has it changed your life? I feel that this interview will help the students connect with the situation on a more personal level and begin to question their own feelings, since when the attacks actually happened they were only in about 4th grade. I will then give the students a few minutes to think about the interview on their own. At that point I will ask for any volunteers to share their thoughts and/or feelings about the interview. After any volunteers, I will then share with the students where I was when the attacks happened and begin into the discussion of how the events on September 11, 2001 have changed many things in our society.

I will then split the class into 6 groups of about 3 or 4 students. They will each be given a topic of economic change in the Lower Manhattan, New York area. The topics include: Employment, Wages, Securities Industry, Apparel Industry, and Tourism. Once we move to the library, they will be responsible for researching the topic to find as much data as possible.
Once they have finished their research, I will give them a summary of the data that I have collected. They will then begin to discuss and compare both sets of data, as a group, based on the data analysis terms we have been using.

Once they have come to a conclusion about their data, they will then need to create a graph/chart of their data in a way they feel it will be best represented. They will be required to include a line of best fit in the data as well as a brief prediction based on their data.

Once they are finished with their data analysis, they will need to choose a group leader. This group leader will be expected to briefly share their research and data with the rest of the class.

As a homework assignment, the students will be expected to write a reflection based on the interview they heard at the beginning of class as well as the data they collected. The reflection must be at least one page in length, double spaced, and typed. In addition, the students will also be given a “Cooperative Group Team Member Evaluation (attached),” in order to evaluate their group members’ participation.
Assessment:

- Homework (10 points):
  - Students will be expected to reflect on what they heard in the audio interview, as well as on the data they found in their research. The reflection must be at least 1 page long.

- In-class Assessment:
  - Since the activity was a group project, the students will be expected to evaluate their partners based on the attached rubric.
## COOPERATIVE GROUP TEAM MEMBERS EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Effort</th>
<th>Quality of Work</th>
<th>Respect</th>
<th>Total</th>
<th>Average</th>
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<tr>
<td>Completed all of the required tasks and was always actively engaged in all group activities.</td>
<td>Attended every group meeting, always came on time, brought in all of required material, and was not distracted.</td>
<td>• Answered all assigned parts • Original or insightful • Fully organized • Well developed • Clear and legible • All parts labeled • Details and connections add to reader's understanding • Appropriately uses correct math terminology • All computation is correct • All concepts are correct and fully explained</td>
<td>Displayed ethical behavior, always paid attention and listened to peers with respect, and often responded thoughtfully and appropriately to the ideas of peers.</td>
<td>• Answered all parts • Some organization • Focused • Clear • Legible • Some details (both words and pictures are used) • Some math terminology used • Computation errors, but they do not interfere with understanding of concept • Concepts are explained</td>
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<td>Completed almost all of the required tasks and was actively engaged in all group activities.</td>
<td>Missed one group meeting, almost always came one time, brought in most of the required material, and was not distracted.</td>
<td>• Answered some parts • Limited organization • Limited focus • Limited clarity • Somewhat legible • Some labeling • Limited details • Limited use of math terminology • Computational errors that influence the understanding of concepts • Concept errors</td>
<td>Displayed ethical behavior in the group, and always paid attention and listened to peers with respect.</td>
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<td>Completed some of the required tasks and was sometimes engaged in all group activities.</td>
<td>Missed more than one meeting, sometimes came late, brought in some of the required material, and was distracted.</td>
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<td>Sometimes displayed ethical behavior in the group and sometimes paid attention and listened to peers with respect.</td>
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<td>Did not complete any of the required tasks and/or was not engaged in any group activities.</td>
<td>Always came late, and/or was inactive or distracted in group activities.</td>
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<td>Did not display ethical behavior in the group and/or did not pay attention to the ideas of peers.</td>
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Write the names (last name first in alphabetical order) of your cooperative group team members in the first column of the Scoring Rubric. Use the explanation in the Cooperative Group Team Members Evaluation Rubric to evaluate each team member's contribution, effort, quality of work, and respect in the Scoring Rubric. Complete the total and average columns. Averages should be rounded to the nearest hundredth. Indicate any pertinent information in the space below the Scoring Rubric.

### SCORING RUBRIC

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<th>Team Members</th>
<th>Contribution</th>
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