

**The Burt Lake Burnout:
Exploring Local Hard Histories Through Inquiry and Exploration
Designed by John Lennon for Students in Grade 11**

My lesson is meant to support my contentions that:

- Writing is a social and rhetorical activity
- Writing is a knowledge-making activity
- Writing mediates activity and advocacy
- Writing involves making ethical choices
- Texts get their meanings from other texts
- Writing enacts and creates identities and ideologies
- Tough texts lead to tough conversations and personal growth

Lesson Development:

- The wide collection of short, historical texts that accompany this lesson can be accessed on our website under the Demonstration Lesson as Support Materials for Burt Lake Burnout Lesson. <https://www.topofthemittwriting.org/demonstration-lessons.html>
- Open with discussion of lakes and map of Michigan land treaty
- Write about what you notice (3 minutes to write, 2 minutes to talk)
- Discussion: when you think about difficult moments in history, what are the people, places, and events that come to mind? (5 minutes)
- Read October 31, 1900 Petoskey Record report and determine inquiry questions as a group (10 minutes)
- The Burt Lake Burnout: Model the data swim and data tree protocols with a mentor text (10 minutes)
- Complete the data swim on your own with the remaining texts. (30 minutes)
- Discuss your findings with your groupmates and create a board summarizing your discussion (15 minutes)

- Share out using “board meeting” protocols with the group (15 minutes: 3 minutes each)
- **Discuss Driving Questions: How are our views on an event changed by the way others speak and write about it?**
- End with excerpt from *An Indigenous Peoples’ History Of The United States*
- Homework: With remaining time, choose one of the writing invitations to create a text that could be used to spread the knowledge to others and be prepared to share tomorrow:
 - Write an OpEd piece that shares what you’ve learned about the burnout and synthesizes the sources together
 - Create a redaction poem with one of the texts that you found most poignant
 - Create another written or visual text that expresses ideas and concerns

Bibliography

Adler-Kassner, Linda, and Elizabeth A. Wardle, editors. *Naming What We Know: Threshold Concepts of Writing Studies*. Classroom edition, Utah State University Press, 2015.

Gallagher, Kelly, and Penny Kittle. *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents*. Heinemann, 2018.

Harris, Joseph. *Rewriting: How to Do Things with Texts*. Utah State University Press, 2006.

O’Donnell-Allen, Cindy. *Tough Talk, Tough Texts: Teaching English to Change the World*. Heinemann, 2011.

Best Practices Modeled

- Modeled and promoted inquiry with our thinking and learning.
- Inquiry tree helped us to organize our thinking and you modeled how to use this tool to support our own learning.
- You previewed materials for us to help scaffold the learning we were about to engage in.
- You gave us private “think time” as well as time to share in small groups and partners.

- Bookended the lesson with driving questions that helped focus our thinking and inquiry.
- Helped us ask essential questions to guide the process of learning.
- Discovery learning was honored as a best practice.

Outside Influences

- RI.1.2.3.5.6.7
Being able to provide textual evidence, as well as assess what is said in a given text and what is not said. Derive meaning from multiple sources.
- W.9 Draw evidence from literary or informational text to support analysis, reflection, and research.
- W.7 Conduct short, as well as more sustained research projects.
- SJ.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an opened minded way.
- SJ.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.
- Social Studies Standards:
 - Dimension 1: The arch of Inquiry: central to a rich Social Studies Experience
 - Dimension 3: Scaffolding skills for students need to analyze information to draw conclusions.
 - Dimension 4: Collaboratively students critiqued the use of claims and evidence for credibility.

Extensions and Adaptations

- Invite the Odawa and Chippewa Burt Lake band to come and speak. This could be done after the project so that students can engage with their work in their own way and then hear another perspective on these issues. From there, students could evaluate their own work for missing information and lack of proper representation. (Local Contact: Amanda Weinert, Little Traverse Bay Bands of Odawa Indians, 231-242-1483, aweinert@LTBBODAWA-NSN.GOV)
- Field Trip to the Church and LTC/U of M land: This would be something that we could do towards the beginning of this lesson to make it into a more extensive unit. We do a lesson on making observations in nature and developing inquiry questions to research based on those observations. I wonder what questions they might develop if they knew what the land was before the burnout.

- Have students interrogate the Petoskey Record article (or any other article) and become an editor and edit/revise a more accurate account: we talk about audience a lot in class and also about the limitations of texts. This could be a chance for them to not only see where there are limits with the first text we encountered in this lesson but to also have the chance to edit/revise it in a way that could educate a more specific audience.

Many students used this free tree clipart to record and organize their questions and noticings for our inquiry. <http://clipart-library.com/free/bare-tree-clipart-black-and-white.html>

