Transcript for Video Clip 6.1

Teacher/video ID:	Poulsen, 6.1_mspcp_gr.2_ecs_poulsen_L6_c3
Content area:	Earth's changing surface
STeLLA strategy:	Set the purpose with a focus question or goal statement (SCSL strategy B).
Context:	In this clip, the teacher sets up the final use-and-apply lesson with the focus questions, *What does the surface of the Earth look like? Does it ever change?*

Video Clip 1

Time Code	Speaker	Discussion
0:00:05	T	So let's go back to our focus question. This was the one that I s—
0:00:10	T	Sierra, come sit right here. Sierra, come sit right here, please, for now. Thank you.
0:00:16	T	What does the surface of the Earth look like? When I first came in, that was one thing that we talked about.
0:00:22	T	What does the surface of the Earth look like? This is the question we wanna answer. And does it ever change?
0:00:28	T	Do you think we have enough evidence now that we can answer these two questions?
0:00:32	SN	Yes.
0:00:33	T	How many people think we've got enough evidence and have enough knowledge that we can do that?
0:00:37	T	OK, so we're gonna use what we've learned over the past five lessons to answer these two questions.
0:00:45	T	And we're gonna use what we know about landforms and how they change to explain things we see in the real world.
0:00:53	T	For example, we learned something about how the Grand Canyon was formed. How was the Grand Canyon formed?
0:01:01	T	Who remembers that? How was the Grand Canyon formed?
0:01:03	SN	By rocks.
0:01:04	T	By rocks.
0:01:05	S	And soil.
0:01:06	T	And rocks and soil. And what were the rocks and soil doing?
0:01:10	SN	[Inaudible]
0:01:12	T	They went where, Zyana?
0:01:14	SN/SN	[They went into the lake.] / [Inaudible] with the lake, because they were picking up soil and rock.
0:01:19	T	What was picking up the soil and rocks?
0:01:21	S/T	The river. / The river was picking up the soil and rocks and taking them to the …

0:01:25	SN	Mead.
0:01:26	SN	Mead Lake.
0:01:27	SN/SN	Lake Mead. / Colorado River.
0:01:28	T	To the lake! To Lake Mead, yeah. And are there other things that can happen to the land that we can explain?
0:01:37	T	What are some other things that happen to the land that we can explain? What happens?
0:01:43	SN	Oh, I forgot.
0:01:46	S/T	I forgot. / You forgot?
0:01:47	T	We put something up here already.
0:01:50	T	What happens? To the land? What?
0:01:53	SN	Uh …
0:01:57	S	L …
0:02:00	S	La …
0:02:04	T	Starts with an *L*.
0:02:06	S	Landslide.
0:02:07	T	A landslide. Yeah. Is there anything else that might happen to the land that you could explain?
0:02:13	SN	Mm, mm … um … this is an idea I have from our model that I think may change land, like in the … our little model when … when more water pour … poured down [inaudible], and it made a river.
0:02:34	S	Stuff start … started to sink, and it can, like, make a canyon, and that's how I think the Grand Canyon was formed.
0:02:42	T/S	OK. / [Inaudible]
0:02:43	T	Yeah. So we could have a landslide, [and] we could have a mudslide. That could change the land.
0:02:48	T	How many people remember the floods that we had a couple years ago? When it rained a lot? Did that change the land?
0:02:55	SS/T	Yeah. / Yeah! By my house, a whole bunch of rock and soil just fell all the way down. And it was pretty scary, and it got all over the road.
0:03:05	T	So definitely. So what evidence … so we have evidence that … the land is changing here in Colorado Springs from our floods.
0:03:12	T	Are there small changes that can be happening?
0:03:15	SS/T	Yes. / That's kind of a big change.
0:03:17	T	Does anybody have an idea about, maybe, some small changes?
0:03:20	T	What's a small change?
0:03:21	SN	Maybe a … a landslide?

0:03:24	T	Oh, maybe a landslide. OK. So sometimes changes are really big, like the Grand Canyon,
0:03:30	T	or they can be smaller, too.