Speaker 1 ([00:00:00](https://www.rev.com/transcript-editor/Edit?token=fYUtW4orRStfA0ruxT_3MeU96X_Ad9YjyS1H-JKfdic9psVJE9s2DJGVJGWNG5mUDCCbYMqTHAMX2kqoFc2w54Wak3k&loadFrom=DocumentDeeplink&ts=0.14)):

Hey. And so trying to make up things, make up something meaningful for them to do. And, and so we talked about day one, what did we do day one of school this year. Um, and so we were talking about the need to address the protest in some sort of meaningful way. Um, and how you would do that with students who might be new to inquiry and how would you do that if you're online? Um, and so I put that to them in a, in a two part process, I said, first build an inquiry. That would be something that could be something that could happen at the beginning of school. Something that you wouldn't do in, you know, that it would be an initial, you know, and then think about the second part of that was to deal with it online. Now, I don't know how much we want to timestamp this particular film around the COBIT.

Speaker 1 ([00:01:01](https://www.rev.com/transcript-editor/Edit?token=WDRnUg-SUj4-lTDEyGGQDFxvO0TvZdY4QeeKILXjZcpUmvMh5Q3F3BTj3wvnVyg3RzQCIsYuj9MkaK5OF2SDgWcSwRU&loadFrom=DocumentDeeplink&ts=61.28)):

So I don't think we need to talk about that as a roadblock necessarily. We know that's going to be the most significant roadblock, the fact that we might not be at school, but let's pretend it's six months ago before we were thinking about the Roundup and, um, you know, the roadblocks that come just with inquiry on its own. But the first thing that I thought I'd have you guys do is build a blueprint for day one. How are we going to deal with it in a, not in a negative way, but like, how are we going to have students grapple with what happened? Um, you know, what is happening right now with protests then? Um, in a way that

Speaker 2 ([00:01:43](https://www.rev.com/transcript-editor/Edit?token=tEBfRsoZge30YyuKg7i7GH6VPDXa3mh0kaqmh2Z6LkYO_XzvoGAuN3ZfIVEoJIkaQjlZHoFOz6LL2fEaaXZwh2PvVqY&loadFrom=DocumentDeeplink&ts=103.84)):

No,

Speaker 1 ([00:01:45](https://www.rev.com/transcript-editor/Edit?token=nTnIGCX7c4EGRf_6byIfIN9SKB5AaIprcB0hONNzerp7VPHhk4YaShXMTXu_ickOmd2BSEf6Gnm0x3S7KACPQzLHiXs&loadFrom=DocumentDeeplink&ts=105.84)):

Just make social studies relevant. So that's what I'm thinking about. Um, but don't talk about, cause I want to capture it on film, your initial thoughts. I just want to give you something to think about

Speaker 2 ([00:01:55](https://www.rev.com/transcript-editor/Edit?token=wxLKztoFViktl57kVzyi9a-OKs6yaH3A_Pv-rpY-7GxocLoiZOpJa26mkCl7lt9JQ3uE2fHk76th82f8S0XGc_mzX8s&loadFrom=DocumentDeeplink&ts=115.26)):

[inaudible]

Speaker 1 ([00:02:01](https://www.rev.com/transcript-editor/Edit?token=qKUJh8kvvNBXChW5dZx9mejTeotfyG2ymfXzljzh5ba6e3AVuyZ3Be15RRYF_KE0R0-8ADzfnHPL4e0rHUnNeU3ftCc&loadFrom=DocumentDeeplink&ts=121.82)):

I know, I know I had to like, so I was like, I know, well, you see, is it going to be, well,

Speaker 3 ([00:02:09](https://www.rev.com/transcript-editor/Edit?token=vmLPAyd3H4opbQuqDHYm8fv92ZM3OcmN329hrDN-q56JtUjJtBFxNBhLslR9X0BGyEh9PB_sEXiF5cvhIdOGzSE2zzY&loadFrom=DocumentDeeplink&ts=129.22)):

We won't see it split was like super long, so I was not going to be cramped up. [inaudible]

Speaker 1 ([00:02:32](https://www.rev.com/transcript-editor/Edit?token=L807C9NKiDyLiU4BJRJuo2ss8omeY0qfZJ8j_UZg9l9k-uxBTN9LfAxhMcfY0P8G_Ha1zdCDGvUkDNPW-E3BnEC0MQ4&loadFrom=DocumentDeeplink&ts=152.68)):

So how did you guys make your suit NTI?

Speaker 3 ([00:02:36](https://www.rev.com/transcript-editor/Edit?token=rX5Vwsgi3xGuDas8KaMZ-xJj4Mc1mDS3F5oPIVuqNfrCmNNOJGXO9pchrV-hkAPLnNN6h8lL7Tc_17KZ9wmU2OLBx1s&loadFrom=DocumentDeeplink&ts=156.22)):

I mean, it was what it was, it wasn't much to it. I tried to stick with inquiry as close as possible, but yeah. You know, when you only got a few kids that are logging in through chat rooms, it's kind of hard to, yeah, I already go with it. I kept all of my lessons were inquiry, but it was

Speaker 2 ([00:02:55](https://www.rev.com/transcript-editor/Edit?token=7PA_93Rkh8nsG_obICz5jAaPTj2KIUszHIOT6SPdQureHankqAe_9b9s_I_wVYPtOO5O1d-gbuQCL7PbMbBKiYb4aJw&loadFrom=DocumentDeeplink&ts=175.37)):

50% maybe.

Speaker 3 ([00:02:58](https://www.rev.com/transcript-editor/Edit?token=WI5JiZs-C35QyQFh_o5FHf20t7nByw3cY_1W9goZijcfSKv_-5E-dSPbVk5PDtOSKiWrlDd0DFXvGNC3LE9cpE3cU9Y&loadFrom=DocumentDeeplink&ts=178.06)):

Now are you guys one on over there? Nope. Okay. Some of us are more than others finagle my way into that situation that you stole a classroom set of. [inaudible] I was, I was the victim of circumstances that got dissolved because we didn't have the numbers of kids. And so that team had a Chromebook card. And when I moved to another team that already had a Chromebook card, I just volunteered the house. I remember I forgot to tell people that it was there. I never forgot to tell them. I always intentionally, every time I asked for it, it was I'm using it today.

Speaker 3 ([00:03:41](https://www.rev.com/transcript-editor/Edit?token=24XZrRSi5uHZbnz-jy7zpqEzV5pLco-vqFUI62kmYyXCSz9cL5flMvzpcBVzLWnPUufuW7Eoy-YcEvhXzLXsVAI9E_U&loadFrom=DocumentDeeplink&ts=221.29)):

We are all one on one plate steel. They didn't want a game. Like I've decided they had the technology, they had the iPads, they had the data. Well, they did take, they took all of our, well, I think we offered all of our Chromebooks from our [inaudible] around the district. So we see our boys are already, so I mean, sixth grade upstate graduate. We had a Verizon grant. So I just never felt there was any reason for our case and not to do the word [inaudible] well, I mean, I have kids, my daughter will be in eighth grade next year. So yeah. You know, I guess I understand like, yes, they should have gotten out and they should have done the work, but it's tough because I know, yeah, my son he's eight going tonight and like the first tune pad three weeks. And then after that, my God, I had an art district. A lot of kids don't have computers and some of them don't even have an internet. That was a nightmare to try it. Cause I mean, adult, I mean I taught high school, so some of them like their parents lost their jobs and they were like working. It was, they were stressed or the amount of kids that I had that said, you know, I have two brothers and sisters and we all need to use the one computer.

Speaker 3 ([00:05:03](https://www.rev.com/transcript-editor/Edit?token=fHf-zzP0qBOIttiPfU81-pCkDsMYJ0l89PiLMTiLT397J4sHcO3nDYGmQDC50uxMBgpFAmz6rM5keCi_N0cwvhi_loM&loadFrom=DocumentDeeplink&ts=303.05)):

It became, I think being a parent and a teacher, you probably had better insight into elementary. Yeah. It's gonna be different. Every school, like my daughter's at Westport on a Montessori program and she had a ton of work. Like, you know, it was due like every Monday I was like, I had to email a teacher. I was like, is this is, this is what you're gonna see on a normal basis. She's like, yeah. I take my hats off to my wife, teachers just, they started saying like my news, such an asshole. And then he walks in. I think they should just talk like talk talk. Right. All right. So go back to whatever you're talking about. We're talking about Corona or I talk, um, something else. Should we talk about something else we're talking about NTI, go back and talk

Speaker 1 ([00:05:58](https://www.rev.com/transcript-editor/Edit?token=PVeVvP5ksIbMr1FrZabYKyktQbTYCnc5PkfrlU0MJPVaK3S9UgIQrhyjcGhbRFDQrmWhiAnXe8VkUqU4u1JD0MLDdQc&loadFrom=DocumentDeeplink&ts=358.16)):

About something. Talk about, um,

Speaker 2 ([00:06:01](https://www.rev.com/transcript-editor/Edit?token=CDJrJEPX-_5lhGitzn6TlI5fryGItD0ZMHeqN6J9TFL3Kcc3JPgdvy98Fl8qciueMlcLxGbwqMyepTmEDBp_kb97NIc&loadFrom=DocumentDeeplink&ts=361.69)):

Hmm.

Speaker 1 ([00:06:03](https://www.rev.com/transcript-editor/Edit?token=ym_D_AE_GYw3tPsYyedcFDY9NXt4yIsxSLyOFtnCjp5c4b0qDRDwVFjh85P2kFX0ZCtxmcL07Uv7UnQvOhkkNRXO6I8&loadFrom=DocumentDeeplink&ts=363.43)):

Talk about, uh,

Speaker 2 ([00:06:06](https://www.rev.com/transcript-editor/Edit?token=aCF4qtz3EEoNbovA091MPsVLzGGY9XZ1jLkMc-W7KAYsz5wGx1DFjGnRX_zmG4J6np-2HsnSmSk-KPHSorrNVfa2cEI&loadFrom=DocumentDeeplink&ts=366.91)):

What's something not timestamp that you could talk about.

Speaker 1 ([00:06:11](https://www.rev.com/transcript-editor/Edit?token=H4CCsGbhHFQBLdER3KwCYjznZNlEeHB6vq-mGy5yzHcn8gbcIOPtAe3m_vaT2xwYjRpQIY3YQgN7ypC1t7qtueUWsbU&loadFrom=DocumentDeeplink&ts=371.05)):

Tell me about Jefferson County. Um, the names let's see, give me something that could, what, what are, what's something that you hear for talk about? What are we having for lunch?

Speaker 2 ([00:06:24](https://www.rev.com/transcript-editor/Edit?token=v3mFo3D4ucN49MhLXoBZk6m6R8QOV1JsPFyfCETT4waV6Bz2Fe5rr59yF-CNpDLQgxzPH74i3iqfxLIZ-90XI4_ETC8&loadFrom=DocumentDeeplink&ts=384.05)):

I don't know.

Speaker 1 ([00:06:24](https://www.rev.com/transcript-editor/Edit?token=olZ4JBXb51P8arX6xuQx4gwpVToi4huR1Au_SoKlxhaa_9wQpeCVJ5rfI0a6AsSqzd30W5pZkSDWKPWiYcdMM6NbLPU&loadFrom=DocumentDeeplink&ts=384.59)):

You only get 20 minutes. [inaudible]

Speaker 4 ([00:06:28](https://www.rev.com/transcript-editor/Edit?token=7SNhfvb4X6lvJBNgf_zJIvMjN69CwWxwmdiAhcwoNqMLGsnXlaMbnKzF4lnCJ8h4_7gDqtqz6EVYPVJQX95BCKzjG7E&loadFrom=DocumentDeeplink&ts=388.3)):

More or less 16 by the time you drop them off and get back to your room.

Speaker 1 ([00:06:31](https://www.rev.com/transcript-editor/Edit?token=3sK4ryYGTX_gxa5240g_kdkFFjrZYOQp7J0xwWB-2Ir-9nBBX1J6XNcJvUdikzi0cBbDVc0j26ztV31eAZuhbCKBHYk&loadFrom=DocumentDeeplink&ts=391.06)):

Yeah. Which I still don't understand why I'm going to escort to eighth graders, but that's alright, go ahead, Bonnie. You start. Okay. Let's talk about a funny story that happened in our classroom. Nice. I know you can kind of go back and think like what happened? You still hit some humor in their classroom.

Speaker 1 ([00:07:02](https://www.rev.com/transcript-editor/Edit?token=xYKanQOcqQbkQ_8g9uS2it-H7bkQAN1EgWQeuXfXDlvmJBNPHqVR5SHBRUejEcE5JsnwDbpbKRoLF02N87DDZlV0WcA&loadFrom=DocumentDeeplink&ts=422.03)):

I had a kid this year he's stole like, you know how people have like the Popsicle sticks with the names, he's stole his name out of the Popsicle stick thing. So he was never caught on again for the rest of the year. How long did it take you to realize that it wasn't mine. It was another teachers and then he showed me and I hung it up on my board. I thought it was hilarious. I know like you're brilliant. You should apply some of that to my classroom, but that's a sure way. Yeah. It's pretty smart.

Speaker 4 ([00:07:33](https://www.rev.com/transcript-editor/Edit?token=jA64AGCWy5ZdUud9itmLl2nct5B3Lzz7vQKhH3sMgx7SkuPk6izNMcSYkcUvAndUA2V1oxrC3KeAorKYt5vU9-TPyjk&loadFrom=DocumentDeeplink&ts=453.56)):

Well, good morning. Good to see you guys again. Good morning. Um, so today we're going to be looking at, uh, essentially, how do we go about, uh, sort of creating a new, a new unit, a new blueprint, right. A new understanding of the IDM. Uh, so we've got some, some documents here, right. Where we're going to sort of break down and try to really come up with, I think really just starting with a compelling question, right. Trying to figure out, uh, cause I know that you guys are gonna be looking at protests, right. And the idea of how do we talk about historical protest and make those connections to modern day protest. Right. Um, and so if you guys don't mind to go and grab one of those, grab a pencil there. Um, and basically what we're gonna be looking at is, uh, just to sort of go back over, right?

Speaker 4 ([00:08:11](https://www.rev.com/transcript-editor/Edit?token=eGNGu4y96v8b_lJcYKokydUFeFnTWdMQN7zoQRmtLEHnK7hErpMlSWUhbdXWmUJOhf48Dh0N8ZomZQUIB21D8TP0fZY&loadFrom=DocumentDeeplink&ts=491.48)):

The larger structure of the IDM, uh, as you guys know it, um, in our curriculum and then looking at sort of, uh, looking at this larger idea of protest and the question's task and source, um, and then we'll sort of talk about what might be some air, you know, some issues of, of, of teaching about this, um, in our classrooms. So, uh, with our blueprint, right? The overall idea of right is, is coming up with this larger, compelling question, that's going to be guiding that learning block. Then we're going to be scaffolding, the supporting questions, the former performance tasks, and those sources to help students gain that knowledge while also gaining the skill. Right. And then we can decide what type of summative performance tasks you want them to do. Right. Uh, is it something around, uh, argumentative writing, uh, is something maybe, um, around presentations, right?

Speaker 4 ([00:08:58](https://www.rev.com/transcript-editor/Edit?token=SgfX3J-Bi4q8PT6zLKWU6f4T16OyF9t0f6nxec3vxyCTD3KGI1Z-YACPTKkq6JoYjhUGAfEIZShe_vhrett7zDzbYkk&loadFrom=DocumentDeeplink&ts=538.23)):

Or even something more multimodal, uh, then ultimately, maybe not today, but be talking about what type of taking form an action can students do, maybe protesting themselves. Right. Uh, although that might get us all fired, um, is the idea of, of what, what might encapsulate the end of that inquiry through that arc? Uh, so, so what I'm going to do is sort of just sort of put this out here, right. As far as protests, and then I'm going to pull back and I'll let you guys we'll talk about it. Sound great. So, um, I know that, uh, you know, we, we look at sort of when we talk about protests, uh, oftentimes students and even today, right? A lot of, a lot of times people see protest as a bad thing. Right. But oftentimes we know that protests are oftentimes where democracy comes alive the most.

Speaker 4 ([00:09:40](https://www.rev.com/transcript-editor/Edit?token=s3whXfWhtW_KadqI6n4u9EY2PnLBpzFPQyZMdHaXYXlllTVy3E-a566gcAsCdJ48gpPOmJqlYhCCGrCuwMtmQb8hbmA&loadFrom=DocumentDeeplink&ts=580.11)):

So when we think about, uh, looking at protests and a compelling question with that, it might be in the vein of, of really looking at what is at the heart of protest really is what is, what is going through people's minds and students' minds, teacher's minds, democracy's minds when we're thinking about that. Right. Because that's really going to be the thing that we want students to sort of rub with. Right. Um, and then we can sort of go from there. So like I said, the, uh, the supporting questions we could take and, and move backwards, if we want to look at historical protests to give some great rich context for students, uh, or we can keep it all modern day. Right. It's sort of wherever you guys want to go with us. Right. Um, and even if we need to shift even some of the questions within your own classrooms, right. Even though we've got a unified front, uh, we can do that too. So what are your thoughts then about like how we might go about teaching, teaching protests?

Speaker 5 ([00:10:27](https://www.rev.com/transcript-editor/Edit?token=a12_xpWTPz0y--QBcTanh3V0SGGv9HODiCaEMfWFpdRBwIaVkktwx_z4oVdUylfpdzDerbcLM8Z49au_jo6IGb3SxM0&loadFrom=DocumentDeeplink&ts=627.73)):

I know for me in my class, I like to kind of either open up sometimes with a song or a video that they can relate to. So, um, just with everything going on, needing to change, Sam cook song comes to mind, the change is going to come. And so maybe looking at those lyrics and breaking it down, like, what does it mean? And then how can we apply that today and then go into it from there that has always worked for me. Cause kids kind of relate to music. Yeah. Yeah. I think,

Speaker 6 ([00:10:59](https://www.rev.com/transcript-editor/Edit?token=YMqYMjf3_6codql9pOWC8DkIbYoyNurJ97qxj6YVHw-G95fNHGCl8essXdvEVHZKVKk6M_FE6tvYAOk7kw3vtjJi16E&loadFrom=DocumentDeeplink&ts=659.72)):

You know, when we're talking about this topic, it, you mentioned it is controversial. And so you are going to have kids coming into the classroom with a variety of preconceived notions about how they think about it. So a song like that might help to build community because you're basing off something that is maybe, um, easier to access and also maybe less controversial, um, and can help to build that community where they have, because part of, you know, we're going to have to worry about what the inquiry is to make sure that the students are comfortable to voice their opinions, but also, um, the opinions can be updated as new information comes around.

Speaker 2 ([00:11:36](https://www.rev.com/transcript-editor/Edit?token=6umVY5ltZlptKBFw67aoCSZnqPXswR6IMVeiVysFiuvXlxToHwYxZjQCPAAqTd3920h98en52H0-ywMj9MA2VdIn0b4&loadFrom=DocumentDeeplink&ts=696.45)):

[inaudible]

Speaker 4 ([00:11:39](https://www.rev.com/transcript-editor/Edit?token=ydtabOK7XbWA1W30TbDXhFwow8VzLiHkpKRIcT40Xzhys1NsmNGnAVC3syz8xmaGNIWieffjJ3AHFkSskmO6qSqYR58&loadFrom=DocumentDeeplink&ts=699.72)):

Um, I, I like to start out my lessons with trying to get them to personalize it. So I might look at something. Um, what, like what would you protest about your school or what would you protest about your home life? Right. So what would, what's something that you have an issue with that you would want to raise to, to change? So we've got sort of these different variations of protest, right. So sort of getting them to see this much larger movement protest too, like protesting in the home, right. Like with net. So what a w how can we sort of, uh, ratchet some of this into, um, into a compelling question that might, uh, like, do we want this to rest sort of like modern day? Do we want it to be about a specific type of protest? Uh, do we want this to, um, how, how far do we want to push this into the controversy? Right. Um, I kinda thing. Um, so where did, where do you guys want to sort of like macro and we can sort of move in and out, as you guys know, this oftentimes happens, right? Inquiry is this sort of recursive process, or you're sort of moving in and out, back and forth constantly as you go through. So where, where do you were sort of on your mind that you think that would really make that connection both right. To the personal side, but also to this larger movement side,

Speaker 3 ([00:12:54](https://www.rev.com/transcript-editor/Edit?token=SZJUyAUpAwbcGTINxd85SiCgQgaAcoKCcKtDom1LWuTkgy-dV-4OBpNt07cvjSsVuBRuXZpZ1aqC01yxoh2kbfqE5mU&loadFrom=DocumentDeeplink&ts=774.23)):

Is the protest a moment or a movement kind of thing. So with that, that would be my question, you know, identifying to the students what a protest is, and then ask themselves, is this a moment or movement in what, what's the difference in history? We have moments of uprising at different things of that nature, but nothing happens afterward, but a movement, you know, something that actually happens, laws get passed. That democracy part that you speak up actually starts that process

Speaker 2 ([00:13:25](https://www.rev.com/transcript-editor/Edit?token=_QShZnrp3Ev3rfdrNu0d2D5QkM9mafxTZMeskAOPRajOIj1BP6d8wNXQ7sa40wAKX3bGwi9j_wOF19ZbDjJIQrX1IrU&loadFrom=DocumentDeeplink&ts=805.22)):

[inaudible].

Speaker 3 ([00:13:31](https://www.rev.com/transcript-editor/Edit?token=dyskDXRld-pi0Avaea45dTEmPPHnZ4Pm50pU1tz8-CtOjmaZDDJSrhVl4_sbMw7utQHokOxvFV1lZhPZdJsrRtwTOrk&loadFrom=DocumentDeeplink&ts=811.9)):

So that would be more contemporary, but at the same time, we'd have to look historically at previous protest and kind of evaluate whether those were moments or movements so that we can, but it seemed like you were trying to make it more of a modern looking at the current protest going on right now. Is that my understanding? Correct.

Speaker 2 ([00:13:50](https://www.rev.com/transcript-editor/Edit?token=Z_ZFo-W8stwNfL2X959318ssDkwQiqCc4bTaiy5tJ_b1fAO_UJOqyxIg30gW-Uh3f8DfUTp7tr81Rg_CcSevqpLonS4&loadFrom=DocumentDeeplink&ts=830.1)):

Yeah.

Speaker 3 ([00:13:51](https://www.rev.com/transcript-editor/Edit?token=N-DsTyNUcAcxbr6ig5XMvubhI0ZYmo6s8ne1JVkYuKsJ3wPIY7a6UNhrDz0yRqFIqKM5y-6Abzw1hVNJCyx2Xe665PM&loadFrom=DocumentDeeplink&ts=831.59)):

And they might even be good to find some sources that, you know, show just a movement or just a moment, right. When that doesn't really progress. Yeah, yeah, yeah, yeah. I think that's really important. Yeah,

Speaker 4 ([00:14:02](https://www.rev.com/transcript-editor/Edit?token=GuYEAyNITj0CRrgGfZVYlF_cwam4vsSjAWkRjEKRusjYH_8VMVYfpDW2Lq2_pZvFA2X5ANJAZiW8oM05i6TtziEvgag&loadFrom=DocumentDeeplink&ts=842.56)):

Absolutely. So you're talking about having a developing, sort of a supporting question that sort of shows like we're gonna have to show sort of like, when is, when is the protest been one thing when it's a protest not been a thing, and that's a, that's an easy way of sort of approaching some of those supporting questions, right. Uh, in those larger blocks. Yeah. So maybe the question is, um, you know, just to add on a wind to that, like when, when is a protest and movement, when is a protest a moment, right? Where does it matter if we put a moment versus movement first, right. Sometimes that, that matters inside of kids' heads. Uh, your all's thoughts on that? Cause I really like this, uh, this direction.

Speaker 2 ([00:14:38](https://www.rev.com/transcript-editor/Edit?token=jaBIUx3UVOtINuSEkJAvaRedzs0Ypszgtu0Nk3AcLh8kUJnehxWeCHGZCu2ICd8JfLKqE1CKfHCVWqKTmeNlKfeYC3Q&loadFrom=DocumentDeeplink&ts=878.06)):

Okay.

Speaker 3 ([00:14:39](https://www.rev.com/transcript-editor/Edit?token=Yf1vrb2p7YDQj9DBhvRFWY8nPGgMGKexOgey4MnUGKhzeXk-Lt8kSWJ02cjclv7tKY7ag0ZyBYy9ZWoYo4_m9QWiWiE&loadFrom=DocumentDeeplink&ts=879.31)):

I think it's really important definitely to define them, um, because we just, I know sometimes I've assumed they kids automatically know the difference between both words. And so

Speaker 5 ([00:14:52](https://www.rev.com/transcript-editor/Edit?token=4ApXzYhTOlWEhSmv0k1vqysovi0tNBt-bSux-NLYpcbmb51EgAhZIfIfEgH47Dutyy1-6LQQl7FVi6tYZuougu7j_vw&loadFrom=DocumentDeeplink&ts=892.49)):

Defining those to a clear point, um, just that introduction, just defining moments and movements. Um,

Speaker 4 ([00:15:01](https://www.rev.com/transcript-editor/Edit?token=GEzygk9PcVRh9BjH4BgFpgvXwFz28_DZ8Ci0Ovh9PxlUiPyB6rG5yIx84hZcdn0V4IBML17nOLNVvr2aYJRmSix_-ZQ&loadFrom=DocumentDeeplink&ts=901.06)):

Well I think that when we, when we like, cause this is a, I mean, it's just a great, great compelling question. Um, and when we start to think about the staging of that compelling question, right. That's where the students can really dive into what those might mean because they're going to have to ultimately parcels out. Right. So that if you know, you and Sam disagree on movement, that would actually come out in the argument of writing or presentation that you do later on. Right. So the same is going to be beholden to the definition that he has and the same way that you would be. Right. Um, so if we were to look then at this larger question, when is a protest, a movement, sorry, when does a protest, a moment or a movement? Uh, we would have Dennis a supporting question about, um, right.

Speaker 4 ([00:15:41](https://www.rev.com/transcript-editor/Edit?token=UdlQH521IJTAyQTH8ITeM8FDXLpERQDpzyJZPvDXiJ21eiow9snwBb4khUjV6lMnK0KFS0GHjbvMF8q-Fm8rSgsK6t4&loadFrom=DocumentDeeplink&ts=941.71)):

Just so again, just to sort of play this out one would be looking at sort of moments, right. Wouldn't be one would be working at movements. Uh, and typically we're looking for, you know, um, uh, you know, sort of thrilling three to four supporting questions for an IDM like this, right. Uh, that's going to dive a little bit deeper into that. Um, now we could actually parse out some of those things if we want to, but what are some other, maybe supporting questions that are coming to mind? And then what we'll do is we'll sort of, we'll sorta test this out a little bit. We'll sort of stress, test it with an argument STEM.

Speaker 2 ([00:16:13](https://www.rev.com/transcript-editor/Edit?token=G-4uSLti5R4FUaBsWWuN-b9Rz0Z3yeHtkJ7dp1hnejVGQewe65TLCtToK56QMSkglNLZWI9Al81WC1XXpA-DRVO9VVI&loadFrom=DocumentDeeplink&ts=973.81)):

Yeah.

Speaker 5 ([00:16:15](https://www.rev.com/transcript-editor/Edit?token=kMEf59meYCyWkyc0xACc0bzLTYtVN6qMSJgXMu_BYs4WisFqaXNO5GgpEJsGLhjsSbxKnN_DN5TIMrvoo9I-2xEcimk&loadFrom=DocumentDeeplink&ts=975.75)):

Um, I think looking at the change, you know, they're in state, I think that's really important when it comes to a protest, because at the end of the day, there's some instate, there's some goal that you're trying to obtain to the reason why, you know, why we protest. So, um, trying to get them to see that big picture of there's a goal behind this. It's not just ruckus, it's not just making noise. We're not just doing, we're trying to obtain something. And so bringing in the words of like democracy, so they understand that this is a part of a democracy. Democracy is a verb. And so protesting is part of that. Um,

Speaker 4 ([00:16:56](https://www.rev.com/transcript-editor/Edit?token=KVDG2OeCW1HkQS_PPMnUKmMh5iRWynMHvcfKtfHjlHaMIN1t0_R7jP-wkWuCWoz4CzI_lnjkGgreSPudaiyayuTAGbE&loadFrom=DocumentDeeplink&ts=1016.96)):

Yeah. I was thinking something like, how is protest grounded within our democratic system? Yeah.

Speaker 2 ([00:17:04](https://www.rev.com/transcript-editor/Edit?token=udGTykMkl3WYc2x93XjrVeEOMbwJF_tM4B4wxInVHDCb27CJ9Ht-Bh2wSua4bxoESmpW4SqxlV8OqWnLyw4dEACLuko&loadFrom=DocumentDeeplink&ts=1024.49)):

How is,

Speaker 1 ([00:17:07](https://www.rev.com/transcript-editor/Edit?token=57AHyHArh1MAI13jx4JShZvr7HGmmn-PqLHKGSd0DpxGPAU3NkXxXXbBqgYC_XGAuiYDiN4QsBsG8OdjE39Ji-x1t2Y&loadFrom=DocumentDeeplink&ts=1027.53)):

I think too, even looking at what they're protesting, just my experience, teaching protests as a teacher, kids will sometimes take that idea and then apply it to like my seating chart is unfair or something like that, that the substance of the protest I think is important too. Like if you look at the American revolution, they weren't just protesting because they didn't want to pay taxes. They, it was grounded in something deeper

Speaker 2 ([00:17:34](https://www.rev.com/transcript-editor/Edit?token=xRbJkxYRiMxy1CyUAh7gJuYR2XlJRv8RZ-OpQnCQ_86BLIF_1HwKkdl1CcbdmksZQdjWxjMOBLF3LJvzix5H_yo1tQg&loadFrom=DocumentDeeplink&ts=1054.68)):

[inaudible].

Speaker 4 ([00:17:39](https://www.rev.com/transcript-editor/Edit?token=kGAMpMdhHGou_ofq8bAV_Ippxmn97vATWS2RpbPjF6ncCOmn3q8mkMIs5PuGb6w1qUu1AViYCd9qko7rObBTx00KqNI&loadFrom=DocumentDeeplink&ts=1059.07)):

Yeah. And I think that that sort of comes into, uh, something that Joel said earlier about this idea of how, how sort of contextualized we want to make that. Right. So like, you know, when you're bringing about the revolution, you know, this is years in the making right. Uh, years in the making where, um, I'm trying to think of some other just protests, like maybe, maybe this would be the place where we sort of just spitball, what do we mean? Like what would we start to define areas, uh, either modern or whatever. Uh, and I'm just going to make a posted note here. Uh, that one that says protest and one that says, I'm sorry, that doesn't make any sense, uh, one that says movement. Um, and then one that says moment, right. Just sort of just see the difference between the two, Because I think I can come up with a wad that's part of a movement. Cause that's more the traditional way that I do that. But I'm trying to think about protest as a moment.

Speaker 1 ([00:18:27](https://www.rev.com/transcript-editor/Edit?token=37jYjTPeB9chLG8mF4q1YG0xaVPRzopnXRyxaTD6DcRzLqVS3Nr3SoUjNObIRWx1ST0_C7cW5SnyLthpN99hUjxyfE8&loadFrom=DocumentDeeplink&ts=1107.2)):

Do you feel like though you could take some of the protests that maybe history textbooks would categorize as a movement and then argue that they were a moment or like, could that be part of it or would that be confusing?

Speaker 4 ([00:18:39](https://www.rev.com/transcript-editor/Edit?token=oyAEf9I70KdWp2OaA0Z-o1rL9NSx7Dr4jiEh0KwYbJJ-WkOaFuz9mg40jyWx4nLm7HEj06W2BJbNZFtFF-iGtnxe3x8&loadFrom=DocumentDeeplink&ts=1119.74)):

Well, I think what you're talking about there is a, as I'm going to build out all my sticky notes is actually shifting the compelling question a bit. Now this is, this is where things get a little dicey, right. Where you've got sort of like competing compelling questions going on, where it becomes like, you know, uh, when does, uh, you know, when does a movement become or when does a moment become a movement. Right. And so then you can be looking at that, that would allow us to either do one of two things either, um, sort of show chronology, right. Um, of, of multiple times where this is sort of like, Oh, well this is what transforms it. Right. Or we could even do a case study, right. A deep dive into just one type of protest that, that ultimately becomes,

Speaker 6 ([00:19:21](https://www.rev.com/transcript-editor/Edit?token=8vhevAJRdHBwH6sXwe3TTO1CGD-CPqxsR8l3Qsl017fxj-xIzFXrWQsoz_e8R8RtnuD503_KdUUX18G3Ex2OAheCMnc&loadFrom=DocumentDeeplink&ts=1161.71)):

Right. Yeah. Yeah. I was trying to think of a moment when I was trying to come up with an example almost seems like it's just a failed movement to me. Like it's a protest that wasn't successful in getting enough momentum to move it towards the systemic changes that the original protest were fighting against

Speaker 5 ([00:19:41](https://www.rev.com/transcript-editor/Edit?token=-og22M6i35JKxEPmwGacCyTM8DC7rsLgGNFTV1qizZVEMOSA91Ub7DktV4n-EcnVRAuD4yzoCvhjmw8wnPxlDJXTGLE&loadFrom=DocumentDeeplink&ts=1181.66)):

Or even talking about. In essence, when I think of it comes to my mind is like the Montgomery bus boycotts for awhile. That was just a moment in some people's eyes. They didn't think it would last the 381 days. And he did. And so even putting a plate on that with some people may have thought was just a moment that perspective said it was a moment, but the other people were saying, this is a movement. And so perspective is so key in all of this. And so what I see as a movement, you may see as a moment because I can guarantee you, no one thought that the boycotts are gonna last that long. And because of that change came out of this, I think that's important to that perspective piece. Yeah.

Speaker 6 ([00:20:31](https://www.rev.com/transcript-editor/Edit?token=WRaPzNeJF20p7Ffg3c8uQMnixffUhtjfVs3GxJMrs2r2ozyZIePYEHrj91UgmWDsckGvEv8_ozFQXFxwanYlik3O9bA&loadFrom=DocumentDeeplink&ts=1231.88)):

Set up protest on wall street. I think back in 2008, to me, that was just a moment that never really happened afterwards. You know? So just a moment protest. Yeah,

Speaker 4 ([00:20:43](https://www.rev.com/transcript-editor/Edit?token=OitCSnFKZAsqH3DVrgxkjTeC_Ki89VuTAdW8YuQyfh2W_NwFP2Djx9z1m6gH2hs-lktSaTCfjicudhwgy5VyaZCoGRY&loadFrom=DocumentDeeplink&ts=1243.03)):

Yeah, yeah, no, that's um, And this is, is oftentimes what

Speaker 5 ([00:20:48](https://www.rev.com/transcript-editor/Edit?token=euzd4CBJh1-gqpflDoN1zl8bRoIP8PGE-5gfocQiMa-VrtnmHat6ZDD0bF3gIJOkvsByDIRSwEPX8TW_WGuKV3vXzsg&loadFrom=DocumentDeeplink&ts=1248.01)):

Happens right in this process, right? Is that you sort of get this there's so many possibilities, right. That it's like, what, what's the best way going forward. Right. We all know that it doesn't matter. Right. Ultimately, which is the best way, but like, this is really, really interesting. So I'm wondering if we can keep sort of throttling some of this. Right. So we've got, we've got some examples here of, um, moments, rights, um, uh, was that wall street, that 99% kind of thing. Right. Um, but then you, there's a couple other movements that have been sort of thrown out, um, the busboy caught, uh, the American revolution, right. Um, civil rights movement. Yeah. Even like the tinker, you know, case. Um, and we got like the free speech. Yeah. Like just even looking at that, that turned into so much. And it went on both sides of the perspective with it, you know? And so,

Speaker 4 ([00:21:43](https://www.rev.com/transcript-editor/Edit?token=kHV1OtHLO_QZl7OmiI81ALO1F9r-mwp34tImwVvwF8aV7_BS1afmkMAINvdbNzHkddc0EaIv3Uo49VqWTjBEOMJTi40&loadFrom=DocumentDeeplink&ts=1303.55)):

So I'm wondering though, when you talk about perspective, this is a really good way of looking at it. Like what, when it comes to either a moment or a movement, um, are there certain characters, certain players in this that, that helps sort of one over the other? So like for example, you bring up wall street, um, there was, it was difficult to, um, so there, so there's sort of occupying this area, but then ultimately they're sort of cleaned up by the, by the government right. Where most other movements get some kind of eventual government support. Right. So that's what I'm sort of meaning by these sort of players, like who, who are the players in this? Who are the leaders, uh, who are the, you know? Yeah, yeah, absolutely.

Speaker 7 ([00:22:22](https://www.rev.com/transcript-editor/Edit?token=txtMchL6B0lTh5Cw2IxcGy7bi3_dp80RFcdUW3rbDXu6P58bmZGexfSPXFwN136oDHK4aTCrUpCM1yuhPpvquTLeFaY&loadFrom=DocumentDeeplink&ts=1342.25)):

Where's the other stakeholders.

Speaker 1 ([00:22:26](https://www.rev.com/transcript-editor/Edit?token=WGrtfyzGPmRTKb0idv3mNDklOzGiv5lO_hhHA0Zc3RcZpmZ3Dnyh_6pL6ZNlUh8qpJw5ys_yeO5hjsZQV3UlTVLddTg&loadFrom=DocumentDeeplink&ts=1346.78)):

I think in some sense, it's helpful for a movement to have like a clear opposition. Like if people can't agree what the opposition is or can't agree what the exact protest is. It seems to me that like a, a Mo a moment turns into a movement when they kind of can consolidate around like a shared belief that something is wrong.

Speaker 5 ([00:22:53](https://www.rev.com/transcript-editor/Edit?token=f7wHZPARkIbfnd5-jPQvL5pnABHcG_E7FoqLmFGdtaVprNVLED1p45-q3oDLk6vyQ2Gm3YT7Mx1Fe69LcsiJ50yxxyI&loadFrom=DocumentDeeplink&ts=1373.63)):

Just thinking about it, like building out that graphic organizer with kind of what you said, kind of a moment of movement and then the goal, or, you know, that way the kids it's really no right or wrong. I think that's the only thing I love about anchoring is that it's no right or wrong. It's just what you can prove based off of your sourcing. And so building out whatever we were looking at, and as we introduced kind of this new source, you know, do you think this was a moment or movement, and then after that, you can kind of see where it's going, you know, with that, having a clear goal in mind. Yeah.

Speaker 4 ([00:23:31](https://www.rev.com/transcript-editor/Edit?token=cS3y-acamCe90esga8Qy5d2VN8UvFpKIZKczb6rdcLqhKHVMtjz_MvGBV91NwihLrhr0aIAfMfl6aFhgMWZbmDFo1JU&loadFrom=DocumentDeeplink&ts=1411.6)):

So you said, I think you said, did you say three things? It was goal opposition and there was another one.

Speaker 5 ([00:23:36](https://www.rev.com/transcript-editor/Edit?token=YLu4DX-zSKboaia1YpZ8RJMtQLB9xBIzWYYyIYAkkVqcfV7pz6uqDvjmewslO3Mic7tbaFVPdLSE_mVTxE_CoGy8TVA&loadFrom=DocumentDeeplink&ts=1416.28)):

So yeah, the stakeholders, the moment, the movement and the goal. That's how, just thinking quick, like how I would build off my graphic organizer. Yeah.

Speaker 1 ([00:23:46](https://www.rev.com/transcript-editor/Edit?token=HaaqBYvoD2anAlqu3pU90B2h5HlzBp1RMa-fBOyWBTzPslbUSpdXLW_kxnv4p4cce92ZzNFnJH5shpH8Oi1O6l-eSEc&loadFrom=DocumentDeeplink&ts=1426.73)):

This might be a tangent, but I think it would also be interesting to look at the goals and how they accomplished, because I think just today, we're kind of looking back at the civil rights movement and all of the goals that they supposedly accomplished. And, you know, some of the stuff we're left with did not actually accomplish those goals and the way that I think people were hoping they would, you know, even looking at like, like a lot of streets were named after Martin Luther King afterwards, but then did that actually bring change in those areas?

Speaker 4 ([00:24:17](https://www.rev.com/transcript-editor/Edit?token=X9naxAszIMDgHU1dxFiF3ytMrWaKYPz0RV0eNW9jMMYiuApwo4jt9Z0iO8ELtwiyc0BgLUq3u4kB9Tc8TTH2JDgnc28&loadFrom=DocumentDeeplink&ts=1457.69)):

Well, I think that you bring up a really great point about, you know, do we need to concern ourselves with the success of the movement, right. Um, cause I mean, when you think of goals, you think about being successful, but I think that you are meeting goals just like it's organized. Right. Um, your thoughts on this immediately, I start thinking of, do we need to go in, is there, is there relevance into going into the protestors of the protest? Right. If we're looking at perspectives, if we're going to look at the backlash that's given as well. Yeah know, I think that, I think that sort of strengthens it right. Because you don't get a sense of, you know, why this is important. Right. I mean, you know, it's, um, you know, there was that inquiry about Ruby bridges, right. Where, you know, if you show a bunch of moms, uh, saying things, you know, very sort of derogatory things to, you know, these small kids, it immediately gives you this idea of danger.

Speaker 4 ([00:25:05](https://www.rev.com/transcript-editor/Edit?token=bNJJnXq_OTlTpFVoFijurKH3SUtXWftfbmQSY1SizMn517NrHx1hFnKPdKhyF9eFnTpR8K7UzxMktr84haE79iRF3vk&loadFrom=DocumentDeeplink&ts=1505.39)):

Right. So that it heightens actually what, what, what, what Ruby's actually end up doing, uh, in the same way where, you know, if you show the Edmund Pettus bridge, right. And you show what's on the other side, it sort of shows the, you know, the sort of heroism that that's happening inside of it. But at the same time, I don't want to make the, you know, the moment or the movement, either one about heroism, it's just sort of what's causing this. It's sort of like, um, you know, I think Joel, you were mentioning about sort of, or maybe it was Sam about sort of this democratic, underlying parts of it, right. About how that's coming out. And so we're sort of more looking at the structures of protest as opposed to the success of protests.

Speaker 6 ([00:25:44](https://www.rev.com/transcript-editor/Edit?token=F8tC6wROoyNtvDLuZ9n9ESnl_ZxV1r_2m1DMuTRFR5pl1vV1Xjq_UzTk3Hu_fplQe36IrDcFbN4EYtfDIQcJ5ro_-h8&loadFrom=DocumentDeeplink&ts=1544.2)):

I think with success that becomes really difficult because if you look at civil rights movement, was that successful? I don't know. I mean, you can argue it either way and that might be a good question, but it might take us further field from a beginning of the year kind of inquiry a, you know, that the thing I always struggle about with inquiry is ended up wanting to make them about three months long and never have an end date. And so it's really hard to kind of pair off what you might consider almost essential or quasi essential and just being able to focus in on what we do. And so I think like when I look at this, if it were just me going through the motions right now, I'd have to take a step back and kind of stew on it for a little bit and say, what is it that I actually want to get across? And so like, you can, we can take it in the direction of success. We could take it into like, what are the structured behind it? We can take it to, you know, what are the goals? What's the backlash. I think all of those are valid ways to do it, but it's the hardest thing found with inquiry is

Speaker 4 ([00:26:44](https://www.rev.com/transcript-editor/Edit?token=-lxRMCzcBLk514qBceiF2wM_DztZEokapzxiKYy3luFsJVecFuI-F7QwP6sAknDQoA4sK7H7QJBrijGxJ0x84bczYAw&loadFrom=DocumentDeeplink&ts=1604.01)):

Making that final decision on what are we actually going to do. So to that, I think that's a fantastic, you know, cause what happens is that you sort of get in these moments right, where you're sort of spinning your wheels. Right. And you're like, there's again, you're overcome with that possibility. So what is it that we really want, you know, Joel, to your point, what is it that we really want kids to get out of this and not to put you on the spot? He said, you know, I know that you said you got to step back. And then I said, Hey, step in. Right.

Speaker 6 ([00:27:11](https://www.rev.com/transcript-editor/Edit?token=IdYyU-RqxwWcgHjZApvR9H0bo2gabwm2UfKzvSnRtbgnq9lKx5mJt9LwgNEE-XiRUcVCG92-Khyw2Vj8B6QRDZ4EeLY&loadFrom=DocumentDeeplink&ts=1631.26)):

I think for me personally, and you know, and this is just my perspective. Um, I'd like for them, I would put it more in the context of present day, uh, protest movements going on. Uh, and I would like to look at the fundamental grounding and background of the protest. Okay. That make it a viable, legal form of expression. Okay. And also look at the underlying conditions that caused the protest.

Speaker 8 ([00:27:43](https://www.rev.com/transcript-editor/Edit?token=CyHem6yDfUe2LMsNV3rsVkvuYKNCSdAbNjMuTc7J8QsdD8_h3B5GWoWLYWmf4wOAKL_xFtnA4ItaYJ6pV6TDy4bqgaQ&loadFrom=DocumentDeeplink&ts=1663.7)):

Um, because I think,

Speaker 6 ([00:27:48](https://www.rev.com/transcript-editor/Edit?token=NSICwaL58-i3e6NKmxa3_Dab3jpt93eQiekvRuu99OJYnK7coOqEumT9GYYftX9fa5hqHQ7v1mFdoaKYm83dmS73Fag&loadFrom=DocumentDeeplink&ts=1668.19)):

I, I think we're going to be able to hit some of those historical things. Uh, as an eighth grade teacher, I know I'll be able to hit the, um, American revolution. And then when they get to high school for the JSPs sequence, they would get the civil rights movement. So I, you know, it's, I think that sometimes going too much into history can actually turn some of the kids off on some of it, you know, and I'm not saying it's the wrong thing to do, but what are we trying to accomplish as a beginning of the year kind of lesson?

Speaker 4 ([00:28:17](https://www.rev.com/transcript-editor/Edit?token=0UUcB0YSKfOKzpwMoncGzpLMymw5LRSRukmjr5SUxQwSTpNRTKXoGotItlDMgoODewcHsh0vJO-_hGWKoBDTuQTnCeU&loadFrom=DocumentDeeplink&ts=1697.46)):

No. And I think that's, I think that's dead on. Right. And the idea that, uh, I really like sort of, so it sounds to me that this would be much more ratchet into a sort of a case study. Right. So that we're not trying to cover everything under the sun cause to your point, we'll never finish it. Right. Cause it'd be too exciting, right. To me too interesting as you go through. But I do like this idea that you're sort of parsing out about like sort of the causes of it or, you know, like, so it could be like, you know, whatever. So whatever case study we do, um, our compelling question doesn't have to necessarily reflect that, right. That, that, that reflection will come in the supporting questions that will come in the sources themselves. Right. Um, but I like this idea that you, we could even have like, um, just the, the civics in me says, man, wouldn't it be great to talk about the freedom of assembly, right?

Speaker 4 ([00:29:02](https://www.rev.com/transcript-editor/Edit?token=ZwajBMVEvG2rUSpTpoxt39W2HI9gRNV-oUK1SUw-sL3SSh8edhyJXDqccMH-zOQD9tD9wE6laGR61DAbdQN4jUVQ00o&loadFrom=DocumentDeeplink&ts=1742.67)):

The freedom of speech, the freedom of press, right? That these are part of, part of that understanding as you said, short of a legal basis for that, but then there might be another, so that's one sort of supporting question sort of this broad view, right. This macro supporting question kind of feel, then we start to look at, well, what's the causes of this. Right. And then maybe the next one is what's the opposition to this. Right. Because that's sort of wrapped up in the causes. I don't know if we could do both of those simultaneously, but that would be interesting. Um, and then maybe there's another one about goals. Right. And maybe, and I don't know if that's, obviously that's not the right order, but like that, I'm just trying to think of those large chunks that we've been looking at to sort of parse this down into this larger idea.

Speaker 1 ([00:29:45](https://www.rev.com/transcript-editor/Edit?token=pargD8IpyFGru62qTXMkFYXDF3KAvKK00xTu-diHEb6vlE823l1YkiRXGA-odGEjW_M9iGbjpBgn6yzVlq22Tpm-dpo&loadFrom=DocumentDeeplink&ts=1785.79)):

So one thing you kind of mentioning the eighth grade curriculum, I think like an early American history, there's this interesting dichotomy between a revolution or rebellion and it depends on who's in power. So, you know, like we have the American revolution and then we have, you know, Washington comes up and he like the whiskey rebellion and, um, Shay's rebellion and all these different rebellions that kind of, that it might be getting too far in the weeds, but it could be maybe if you're trying to get content specific and then connect

Speaker 4 ([00:30:18](https://www.rev.com/transcript-editor/Edit?token=03-hnztSPaUg52DB9EUqBIrhZMvuPp0L5b0vfdcj6_LNu7GgLE1TTKbncn9x62SIaUMYdjsnaCe5MbDLzbVT-ZLFeR8&loadFrom=DocumentDeeplink&ts=1818.22)):

What I think that, you know what, um, you know, how I think Joe correct me if I'm wrong here, how you were sort of framing some of this was that like, this would be a great beginning of the year kind of lesson, right. Where you're really sort of like digging into the bones of inquiry with a topic that can be just as specific right. To the, you know, to the individual kid who says, you know, I don't like the color of my room. Right. Kinda, kinda thing. Right. Um, and that you could actually, so once you establish those, those will pay enormous dividends when we get to some of these content pieces. Right. Um, because I think then you could cold call it back and be like, look, before we were talking about movements versus moments, we'll take a look at, you know, a rebellion versus a revolution. Yeah, yeah, yeah. That would be really cool.

Speaker 1 ([00:31:02](https://www.rev.com/transcript-editor/Edit?token=NTN_uvIOayW5we1iMb_voTILNVkEHjKE-sxKG-MMFp_nWJFtKmG1J0wgyxBVCkOsPIbR7BcAiEM_h_diL1Os78MBVMw&loadFrom=DocumentDeeplink&ts=1862.1)):

See, um, wow. That was some magical footage. Um, you guys, I don't know, also mr. Non social [inaudible] total clutch Angie's husband just [inaudible]

Speaker 4 ([00:31:22](https://www.rev.com/transcript-editor/Edit?token=Gx0jH2JTHpONc2Iou2YZj-ghM2GpbXKlPLwm_yZqozJmsN4AFsZGvN8zesJMGxJWvzygbkwRGI20_UXTeyO291d2YjU&loadFrom=DocumentDeeplink&ts=1882.33)):

It's like, Oh, cause in my head I'm like, God, we're gonna have to come up with a compelling question. These things are,

Speaker 7 ([00:32:05](https://www.rev.com/transcript-editor/Edit?token=1B_2lX-7okfdM-pDkhSefEtLdMnIx9Gnu6pHlabNLq5PexcgQdeVn2JaoC6WgJOKijx_WLArnkHh7R6-9evDWO2u1d8&loadFrom=DocumentDeeplink&ts=1925.24)):

That was the [inaudible] don't get back to this place. And then they would retrain, you know, Lacey do what you can. Yeah. Whose is this mine? Yeah. Because mom's all right. We're ready to put that water in the corner bar

Speaker 1 ([00:32:26](https://www.rev.com/transcript-editor/Edit?token=horCJkilOlLuPiainSxunVTbEg4-plVaJo2Ly6ydspNaFqYiM8wN-QaJrVc16Oa_uKfVfb5EtiIxuGIM_-vumn0mpUU&loadFrom=DocumentDeeplink&ts=1946.93)):

And roadblocks to inquiry. Take one. No, I'm just kidding.

Speaker 7 ([00:32:32](https://www.rev.com/transcript-editor/Edit?token=UwByCScyLlQhMUv8kfS8I-PCfVGq8T_lZK8G05uSzl6dJNjFbUShZgB2cCHKg_9mvqWToBDHUdSAIRkx8KgEuoEBeZw&loadFrom=DocumentDeeplink&ts=1952.94)):

Erase this. I'm fine. I'm gonna do my best. Best. Cause that was my teaching thing. I was like, you flip it and catch it. Oh. So the best is when you can do it out of your line of sight. It's okay. We'll do it. It'll be nice swagger. Like, look at that, dude. I can do this. This is not in my line of sight, so no, you're good. Okay. The book stay. I'm just surprised. What I don't want to do is like turn around and knock one. How about that? Awesome. Is that out of your way now? You should send her the product, my new book.

Speaker 7 ([00:33:35](https://www.rev.com/transcript-editor/Edit?token=1phM2SQiAW-9dZlEOMc5eYUQNC2sYs7jcDC3nLCvqi7QAp5i9aqOOEEEpws4NfWq0J2NEtEdq1L-QvYphKZMKzuCpEw&loadFrom=DocumentDeeplink&ts=2015.16)):

Well maybe you should be reading it. I know. Ryan's like put the books down now. [inaudible] where they're like this and you're like, yeah, I'm talking all of a sudden I just stopped and just looking actually it would more accurately be this thing. I'm not on my phone. I can see glowing. Yeah. Alright. Alright. Roadblocks. The inquiry, take two. All right, guys, let's take a look at, um, you know, anytime that we have a good inquiry, we know that there's going to be some issues that arise from it. So as any kind of good planning might be, let's take a look, maybe brainstorm a little bit here, but the types of things that you guys are sort of anticipating might be problematic.

Speaker 5 ([00:34:33](https://www.rev.com/transcript-editor/Edit?token=dNhMtCplQ_MG52nNkewJop8oiux5bKa8nSP1rqMygwW7zT3D0y_OnBjfnJe1-fvIt5hpub0_Mvhe5oWGg53mVjrMdB8&loadFrom=DocumentDeeplink&ts=2073.83)):

I think one of the, just starting out off the gate, sometimes it's admin support. I'm not even talking about like the classroom it's because this is so new. As we're learning like admin doesn't really know it itself. So now you're supposed to be talking about this where we are, but we're just doing it on an inquiry basis. So I think being able to educate not only the teachers, but also the admin that they understand what inquiry actually is, then it becomes more supportive in the classroom and building that out. And with that comes all the stakeholders. Right. Parents as well, because a lot of my parents will look at it and say, well, they're not learning anything. Cause they don't come home with homework or they don't come home with facts to memorize. Yeah. Failing social studies, just dates. And then it's like, no, we're moving from that. And so I think educating everyone in that space. Yeah.

Speaker 7 ([00:35:26](https://www.rev.com/transcript-editor/Edit?token=1TgamMGbU1KYUj8PL-6u2-bmjdsQavw6GBpNrKc-QoEnVLQkLtySOJfwukLh200O2jgjL2PYP21Q0-FTqMXzkUt4_Mg&loadFrom=DocumentDeeplink&ts=2126.42)):

Has there been anything that you guys have done, um, you know, with, with your admin that have helped with that? Right. So when they're coming in to observe some of the classroom stuff, uh, have you told them like, Oh, this is what you might see or

Speaker 6 ([00:35:38](https://www.rev.com/transcript-editor/Edit?token=hugsKg5z_UuLiW_tC9PDkeoUJEk2LDxAw9U310lLWI6LQ1tGEtDymbbm_bWFg2RtY57HLsA8oh5omJ3TTpiUhFDbaOU&loadFrom=DocumentDeeplink&ts=2138.04)):

What, how do you sort of cue them of what they're going to be experiencing? And this also goes to some of the parents too.

Speaker 3 ([00:35:45](https://www.rev.com/transcript-editor/Edit?token=Ja7Myb4a6rmCfQ_i29rp-Te2eqjHS5IvWADbzkn4U__e_49543F2sEQXnwhMf39xcluKfOshV0mky0mAbiebjoFDTX4&loadFrom=DocumentDeeplink&ts=2145.03)):

Well, I think one of the things that I've done is just have those conversations with them right before they come in and look, you know, this isn't going to look the same as when you were in school parents really understand that. And then, uh, one of the things I've also done on the parental side is, you know, um, get on, uh, get on an app or send an email out. This was our supporting question today. Right? So have this conversation with your kid or ask them what they learned based off of this question, um, that seemed to help a lot. So you want to talk more about that? Cause that's really great about sort of including the parents here with a compelling question, supporting question. So part of the part of inquiry right, is gaining new perspectives. And so I've always tried to talk to my kids about, you know, having discussions outside of the classroom that, that pertain to these issues that we're talking about and one of the closest advocates of their parents, so, or their, their guardian. So just talk to them about what we're doing and gain that new perspective. Cause it's somebody that's not in our classroom and they might have different opinions.

Speaker 1 ([00:36:47](https://www.rev.com/transcript-editor/Edit?token=eZHZnN2pLGYO3ThV2Q1_92lB5GVRS6VY3ZtrSLq17s2oYl-rMMG0-U_HMx93nx2PHT3l3OlCGfApN-ua-QoOR9XQso4&loadFrom=DocumentDeeplink&ts=2207)):

I think too, even like utilizing the beginning of the school year as an opportunity, you know, when like most classes are teaching kind of the way this classroom runs. Like you can kind of use that as a way to teach your kids how we're going to be doing it differently. You're not going to be expected to memorize all these things. Then they'll all be excited, but then they don't realize that's going to be harder and more in depth. But like using that moment to sort of establish that culture.

Speaker 6 ([00:37:16](https://www.rev.com/transcript-editor/Edit?token=48M5RDZRJRl1EyfK9A8A1P01WNrRH9_2USh4odPsuyN9gObgqhG-Wl1AqvXBDIlKd6nfjZ5b8ZpdyF8gB5vHw2jo5yA&loadFrom=DocumentDeeplink&ts=2236.71)):

And I think that wrapping around, but it's definitely I've run across this with parents, is the assessment part of it and understanding the grading part of it because it's a very different way of both assessing there's no tests. I didn't give a test at all this past year. And so they have to understand what I'm looking for, how I'm grading, how I'm looking for growth in different areas. So that's been something that is difficult for parents to get a grasp of. Yeah.

Speaker 1 ([00:37:44](https://www.rev.com/transcript-editor/Edit?token=qtQEfim0pERpFJyL9Qv_KO3CdKBW7Kidg149o52OhyMZ3njljVBcpid4XzCBah3ASNhZNYzIrXos9eo0WltMpc_gDaM&loadFrom=DocumentDeeplink&ts=2264)):

Yeah. I got to think to that point. So not to move past parents and admin, but sometimes getting your fellow PLC members, um, you know, it's a lot easier to grade a multiple choice tests than it is to grade a claim. Um, and so sometimes trying to get that buy in, if, if you're a district does require you to have a common assessment across.

Speaker 3 ([00:38:06](https://www.rev.com/transcript-editor/Edit?token=-99gDpWXBAh9M3fZhj7LVeWqXsyabVAnGSxNzRzDYPr0Xkdyy85TLD5UvH3WwavIHKlDP2TPz51hkY-f0f-19eT3B0E&loadFrom=DocumentDeeplink&ts=2286.82)):

Yeah. That's certainly

Speaker 6 ([00:38:09](https://www.rev.com/transcript-editor/Edit?token=rkD-H47HhvkToA0jAsOsDS5tQAMPfW_GOlTvRhjCDB4gJa4tv7iIGwTXriPrkm-FKWzfhA9dYuuJFMVhQBb2a0sElUQ&loadFrom=DocumentDeeplink&ts=2289.82)):

It's a little bit more, cause I think you guys have done a really great job of sort of not just addressing the issue, but then how do you remedy some of that? Right. I really liked the idea of sort of this, um, you know, weekly or monthly sort of call out of the question that way. It's great to sort of help gain that perspective of parents. Joel, you brought it about assessment. You said that you had, you didn't give an entire, you know, multiple choice test all year. That had to be one really nice, but also problematic. Right? Problematic timing. So I mean, this gets into some of the other roadblocks for teachers is, you know, when you give an assessment that is non multiple choice, it takes an awful lot of time to grade them. And I had 135 students this past year that becomes a, you know, you know, you do the math.

Speaker 6 ([00:38:54](https://www.rev.com/transcript-editor/Edit?token=WKpdT-3SqNr_BjCSCZ4MqXV2R5805jgCuNT9lsjH5LMbqgRaQ9duHKRRIVvE_MuEVTRuyQED6_ld9tz_irjl5FwSCTY&loadFrom=DocumentDeeplink&ts=2334.13)):

If you're giving a claim, you're wanting to spend five minutes on each one. You're looking at five, six hours just on one assignment, let alone, when you get to a summit of assignment. So that's something that's is really nice. Cause I feel like I'm actually getting to know what their strengths and weaknesses are both as far as what gaps in content knowledge they have, but also more importantly, their writing skills, their argumentative skills. Um, I feel like it's, and I've seen more growth in their writing this year than I ever have before. So then that was kind of my focus, but it is, it's difficult, like you said with PLCs because you have, how do you also have one teacher grade, one set and another teacher grade their own set and have some sort of standard, um, you can have a rubric, but everybody looks at things a little bit differently

Speaker 5 ([00:39:44](https://www.rev.com/transcript-editor/Edit?token=Z__HW_Q_HRv7NPo8R9kodjwMjRjioi2PX8L8nfMjJR2Yd8Q0lytSZfFwETriqFVJaCEAde4RdTZFjuc7z9R7iMWC_-A&loadFrom=DocumentDeeplink&ts=2384.47)):

Because writing is so subjective. Sorry, go ahead, Andrew. No, just to add to that, even with the assessment piece, trying to get my students to understand there was no such thing as a right or wrong. I was really hard for them because whatever the compelling question was, it was like, well, is my answer, right? He's like, well, what sources are you using? And so that was really, really hard getting them to trust their sources with their assessment piece. And then also scaffolding for my students, um, for my students who could take multiple sources and turn into assessment. And then I had some kids could only take one source. You know, they couldn't take a counterclaim to anything that they were saying. And so in trying to scaffold it out, that I'm reaching my highest learner and my lowest learning in my class, the assessments can get kind of tricky in that sense.

Speaker 6 ([00:40:44](https://www.rev.com/transcript-editor/Edit?token=r5xTMr2JxE1MDMoBoZ2hYMT3YYojGUtUSJ0BkK4vygzHOzczuyj_RfdwKaDdkcVGY9BPcGrL0fu6ylv71k6fg9juWrs&loadFrom=DocumentDeeplink&ts=2444.12)):

And that's, I know Ryan and, and some other people have been working on a standard rubric for the, for the district that also addresses that, that, um, that scaffolding issue, because the rubric itself is scaffolded. So you might give the same assignment and not just speak to your thunder, but to give the same assignment. And if you have a kid at a certain level, you would just look for these one couple of things and then once they progress or if a kid's already further progressed, then you would go down to the next level. So you, for your first kids, it's just like, can they write something that's clear and makes sense. And then the next thing is, is what they're writing accurate. And then it goes to what sources are they using? Then it gets to corroborating evidence and on down the line. So, but that's, it's tough because you really have to know your kids.

Speaker 5 ([00:41:30](https://www.rev.com/transcript-editor/Edit?token=zRvpvkTe3QLFD7_ULm-W7VNHuxGmvcmSPncurhDNp4JLWy2YyF8FeH_Q3qRuvv22yJ821DxOxqwOwjecgxQqL5l2oo0&loadFrom=DocumentDeeplink&ts=2490.16)):

Yeah. How's that it's tough to. And like, at

Speaker 1 ([00:41:34](https://www.rev.com/transcript-editor/Edit?token=0OY0HRdU77KguEXUsXIu3RDHfCl42CrakVM03BdsZT-WWZJE8fRZ7V3BEeBoYK3YSixNnBktOnchoNNmJuGa1QZfoyM&loadFrom=DocumentDeeplink&ts=2494.07)):

Least for me, um, like a, a blueprint and an IDM is kind of a guideline and it's really nice. Cause as teachers, we can kind of personalize it. Um, but if we're being intentional about how we teach it, it can take a long time to scaffold and think of your classes and how each class would interact with sources and provide them, you know, graphic organizers or whatever it would take to kind of get them to the spot that need to be at.

Speaker 7 ([00:41:59](https://www.rev.com/transcript-editor/Edit?token=J7iVoKcays5Y-J3_bw4RQ9kq8m__gOVw-Z6DL1pTpgHiKAh_W4LD0iVKkiIUw0ESWsSsW7YGB2ImYp4C1ewvpnHMPzY&loadFrom=DocumentDeeplink&ts=2519.42)):

Yeah. Sources have come up a few times, uh, unless Sam, you were about to add to something else there. Um, any issues when it comes to sources, like things that you guys have seen as far as, cause obviously it's come up that it's like,

Speaker 2 ([00:42:11](https://www.rev.com/transcript-editor/Edit?token=rR9xmayjycS6c8B2gDNJQ6DkOc6CZJDsMej8uzMpCZnoSu0IjrzhISw-akYPL343T0JVxnj539AuA387ulKkJlwCr_4&loadFrom=DocumentDeeplink&ts=2531.71)):

Okay,

Speaker 7 ([00:42:13](https://www.rev.com/transcript-editor/Edit?token=rZ8J20pCt77dbJ7U6yn01yGKyy_ExXRy6KfVK1HrR0gLU2-RqXw7abmh3e3eTYITlnHc-iFTd3C3Tp61KHj9AS9BdLI&loadFrom=DocumentDeeplink&ts=2533.07)):

Things didn't look the way that you want them in school. Uh, we've got this idea that we want to gain perspective. You had this idea that assessments are not multiple choice, so they've gotta have some type of sources, but it came up that sometimes it's hard to calibrate. It's hard for kids to trust the right and wrong right. Of this that we want to help with scaffolding planning. And this becomes sort of the, the, you know, the monkey on everybody's back to try and get this done. So what are some issues that arise around sources? That's actually where I was going to go. Um, so sources, the biggest use that I have with them are, or appropriateness for age groups. Um, and then authenticity, Just making sure that what I'm finding is It's relevant to the conversation and it's not too leading or misleading. And then again, just making sure that like the kids are going to be able to handle that source, um, both from like an intellectual level and also just, uh, like they're middle-schoolers so, you know, they might take something and read into it the wrong way. Yeah. Okay.

Speaker 1 ([00:43:19](https://www.rev.com/transcript-editor/Edit?token=jVWTFmMw0hzEUuxtxnIP2FWX5UCJLVGtAe68m1i9dyKIbe7S2tEf4lHW2ly52t7qfVdsGh-lIN2CwjzNzVts48AJmno&loadFrom=DocumentDeeplink&ts=2599.97)):

I think accounting for different reading levels in sources, I always struggle with how much do I modify? How much do I not modify and let them kind of get in the weeds with it. So a similar to what you're saying, like, I don't want to modify it in a way that gives us certain perspective, but I also want it accessible.

Speaker 5 ([00:43:42](https://www.rev.com/transcript-editor/Edit?token=SiZZIhxAxdf4uKo7CQl5scABIki4_yWSr8ij-6jJDqJJNp7dHbCoouFvQCYKh771pFQoiw3qgZSRKHPvdjVdi8N4m0c&loadFrom=DocumentDeeplink&ts=2622.07)):

I also think too teaching, like I know for me, I had to actually teach my kids how to source before I even gave them a service. I had to teach them, you know, why is this reliable? Who wrote it? When was it written, looking at the timeframe we're in and doing that. And so teaching them just how to source it doesn't matter. I think what I put in front of them, if I teach them the skill of sourcing, they're going to be able to figure out is this authentic? Is this reliable? You know? And so I spend time teaching those skills. So when they get what's ever in front of them and they're like, okay, I understand. And it took me a while to like figure that out. I had to, I gave them stuff and they're like, Oh yeah. And it's like, okay, guys, don't even know how to source it because I just gave you like this, the worst document I can every day you got to suck it for gold. I had to back track. I remember backtracking a lesson and like having to scrap it.

Speaker 1 ([00:44:43](https://www.rev.com/transcript-editor/Edit?token=kKf-o44eDAOjgZuvaSc1bWFoxeXhq_Z7pLXWMGQ_AklGDQbv-dH46TXljcUx5k17pW43zZ1D-w1qR8_3PNIFsL0zTSc&loadFrom=DocumentDeeplink&ts=2683.46)):

We've all been there. Yeah.

Speaker 5 ([00:44:46](https://www.rev.com/transcript-editor/Edit?token=hTmwW1pfqgOGdt6kaXH6gAMmZlohK9Eez-QitOvqSJcshHPbX91tVSyZl0sry4jcf980NReaOgVAykFNk9oQVDNO2M0&loadFrom=DocumentDeeplink&ts=2686.05)):

Teaching that skill, um, with it. And so that's important for me. Yeah.

Speaker 4 ([00:44:53](https://www.rev.com/transcript-editor/Edit?token=Lz7hnzBOCYCwI9yT9glWCExd5Pwnu5opVHoUOJIpZTK0ibCX2ptJ62wVcRVnWAmJnxG6A7arrvd1kYomf1nWBqCyAD4&loadFrom=DocumentDeeplink&ts=2693.8)):

Yeah. I can relate to that as well. It's completely necessary. Well, cause I think one of the things, one of the issues, right, is that, you know, um, it was brought up about sort of the, the reading level. Most of everything that students are going to encounter in school have been leveled to their ability, but in social studies, everything is as it was right. Everything, it was never intended to sort of be used as a teaching thing. Right. So I know that Sam and Joel, you guys have found some fantastic stuff about the rise, uh, sort of the Renaissance and um, uh, in China, right. Uh, and, and the song and tank dynasties, and you guys were finding shipwrecks, right. And about how shipwrecks and the type of wares that were being found in the, in the, in the ocean was what are we sort of giving a better understanding of the types of trade that were happening? Well, how do you get kids to read porcelain, right. And have an understanding of what this means to a larger audience?

Speaker 6 ([00:45:50](https://www.rev.com/transcript-editor/Edit?token=M2dR4dWiKjb1Y7tykQnUOG3enAx7Yh3xfnLHludMOrwztr1ktb5t8FTxUTB8y2myTv9Zp8fN2IpWrOoep8KErcnwG6Y&loadFrom=DocumentDeeplink&ts=2750.7)):

I think the two issues with sources first from a teacher planning point of view, it takes an awful long time and sources. I mean, that's something that, you know, it's just, you just have to put the work in, but you also have to be realistic on what your workload can be. Yeah. I think the other part in the student part is contextualizing the sources. So tenants kind of following Ryan's lead. I, um, you know, we'd give like an annotation before, which kind of would explain the document, which is great, except for then, you know, they would start quoting the annotation rather than the sources. And then the other part with, with, with contextualization is I thought, all right, let's give them some pictures because that would be easier for them rather than, but I found that they struggled more at, especially at first with the pictures, because there was no context. And they're like, what do I have? What do I do with this? So it's kind of not only just giving the sourcing, but how do you read a document? How do you get information from something? So I think the contextualization part is key, but I'm still trying to figure out how to do it best

Speaker 1 ([00:46:55](https://www.rev.com/transcript-editor/Edit?token=RZq85j9Ln7NI4B4vnYkNIqyxVqQyJATaB_3VNsh8l1gcfnCzJtXrWKSCnryND1G_WmuGCv3Te7boiRbwk9zg0QfIVQc&loadFrom=DocumentDeeplink&ts=2815.29)):

Cut one second. Yep. Um, you guys have done an amazing job. I'm sort of starting to sort of plan things in my head. And so we have a really great work on questions. We have really great dialogue on sources. One thing I want to get as task. Cause I was thinking if we do the mini transitions, we could actually break it out like that in between, you know? And so I want to make sure that we talk about tasks. So it might be that you could start a conversation about claims with evidence in end, some action, you know, what are the challenges around action. Um, does that make sense? So I'd like to have a little bit of that you want me to no, no. I think just this find space. I'm just trying to shift you this. I like about 10 more minutes of this and then I want to interview you and then I want you guys to sit for lunch. So I'm just kind of keeping my eye on time. I'm going to, I'm going to erase this page,

Speaker 7 ([00:47:47](https://www.rev.com/transcript-editor/Edit?token=RnO6kLyVmTLpnl_QMc7FoWykOI91eHmchvc2yz7a4Gam50J97VhKFfNIC9mWsU4ja4UB_iDmkphaksb-rTA8KKtphMk&loadFrom=DocumentDeeplink&ts=2867.99)):

Get a little bit more. So what I guess, um, we could do is talk about how you can take all this. How do you take all this and actually get into taking some time with it informed? So what I'll do here is I'll break this into argumentation action. Right? I'll sort of that, that's how I sort of come in and be like, Hey, remember, this is all about argumentation action. And then break, break those two off, um, into the different, different sections. If that sounds good. You know, thinking about the mind, like taking their campaign. No, I think you should bring it up. It's a good story because that actually gets into some of the other,

Speaker 1 ([00:48:33](https://www.rev.com/transcript-editor/Edit?token=HKplE94gUJuIF4IrCOfyFfGAkdcWK77hUcc55c9MpjFsV6bewcBlz2fztMZLw_-qnGW0chy_dR9ly118pLmR4J55fXI&loadFrom=DocumentDeeplink&ts=2913.08)):

So that was, that was whenever

Speaker 7 ([00:48:37](https://www.rev.com/transcript-editor/Edit?token=i6QTGKUIaPLEl1FwNzTgNpioA_SwSJ2A4wsffFP0giaIjNjAsNggSBNE9yPPJoXU-GPzg5_UfEP_AZM2LGFGaJ9DF1c&loadFrom=DocumentDeeplink&ts=2917.64)):

Angela that, uh, you know, not that I have any power now, but um, you know, I was so green and I didn't know how to support you right now. Now, now I know exactly what I would have done to make sure that that happened. Yeah. Especially considering that, um, uh, next Tuesday I have a meeting with a board member who wants to understand everything that we're doing in social studies. Like everything with our budgets, everything with PD, everything like that way. And then, uh, I got an email from polio yesterday asking if we could export some of the curriculum stuff to other States. So it's like, now I feel like we've got, you know, you know, the pressure, I feel like it's, you know, like what just battle. Cause everything I've said is like, yeah, this is all okay. Alright, you're ready. Okay.

Speaker 7 ([00:49:23](https://www.rev.com/transcript-editor/Edit?token=SkI4Ahw9_46_tX9Gq7YyJj88qexlscTOc-nv-Z3_SIP09z04-VsgFe3SeRF0n9MudlYCup8VVVfAED-MliJL_SZ8Gz8&loadFrom=DocumentDeeplink&ts=2963.71)):

All right. So, so we've got this sort of like larger view, right? Um, and one of the things that sort of, how do we pull this together? How do we call all of this around those two larger pieces that we're always going towards. Right. Um, which is that inquiry is really about leading students to argumentation. Right. And action. So how do we go about sort of, you know, taking what you guys have talked about here with the issues of some of this inquiry and focusing on maybe first argument. So we've got this idea that if an argument is a collections of claims supported by relevant evidence, that answers the compelling question, that how do we go about helping build towards that? What are the types of tasks that we need to do to get students ready for it?

Speaker 5 ([00:50:09](https://www.rev.com/transcript-editor/Edit?token=U6V7bPQksvmwq6fcELBgbALa5I3mDbQOoIyIzRJZDA_7WRk98Sr5we53pelg8yawgHZnx8cAvp2c7xoGaMBJPa800xI&loadFrom=DocumentDeeplink&ts=3009.42)):

So at being in that space, um,

Speaker 5 ([00:50:15](https://www.rev.com/transcript-editor/Edit?token=Q83UbK5qEPVqE_4ISAnZEyyunzDg5CQJ0a7M4S79OsDl43UW3OI5XapD91Nl9d2U7PtL1OyA26LAir2nfGlvVKpjhGE&loadFrom=DocumentDeeplink&ts=3015.5)):

Because we were talking about middle schoolers and I'm at an all boys school, so totally different over there, but getting them to see it, that it's still affecting them today. And that it's still important today. It's because when they think of history, it's like, Oh, this was so long ago. But sometimes they don't even realize it. Like your grandparents were part of the civil rights within them. Like they don't realize like how close they really are. So getting them to see that this is still important today to your generation, um, is important. And so we're taking that inform action is showing how this is affecting your community. You know? Um, I really try to bring things into Louisville where, you know, we're a, and so no matter what we're saying, if we're talking about red lining, then why is the ninth street divide the way that it is in Louisville compared to where everything else, you know? So you understand systematically these things that are in place in a city that you live in. Um, so that's really important for me making sure that they see it's still affecting them.

Speaker 7 ([00:51:22](https://www.rev.com/transcript-editor/Edit?token=jyEnlCr_TRVh56pVraAQt-9cuRROX6ZiZ2t-hHPBXSj9FK8DrYhtwLLVB45nJFTBD9XauS60WNBx7cbVz8L9vUdInPM&loadFrom=DocumentDeeplink&ts=3082.76)):

Yeah. And that's oftentimes problematic considering that, you know, say the eighth grade curriculum is 1600, 1877, you know? So how do you go about making those connections even though they're there, right? What's the through line of sort of experience, right? That helps bring people to say like, Oh, I'm living in the today. But these folks are still struggling. You know, we're still struggling with the same types of order ideas, right. Whether it be and how I, you know, conceptualize it or what I do about it. I think another challenge in the action piece too, is people are so used to the old way of teaching social studies, where it's all in the past. Um, having to kind of like wrestle with modern issues can lead to controversy and can lead to people feeling uncomfortable because our society hasn't necessarily valued having those kinds of conversations in the way that we're trying to do in the social studies classroom.

Speaker 7 ([00:52:16](https://www.rev.com/transcript-editor/Edit?token=e4saileiOJvafcBhX2cZFjZ4XmI5jOH53AxC55zWxlCv9l7mQWvb2XdcLaYkaTDpMT0IBM3AA_oAXyCUpCSezFJJ4iE&loadFrom=DocumentDeeplink&ts=3136.28)):

Yeah. I know it's one thing. I don't know how you guys have approached action. I know that when I was at Boyle, the first thing I did was ask my assistant superintendent, if I was going to get fired, if I did any of these action pieces, I know that some of the conversations that we've had to about this, because there is that controversial issue. And then what I tried to do is say that we're all political, that's what a democracy demands, but that we're not trying to be partisan. Right. Which is disruptive democracy. Right. That's problematic for it. So we're just as much against that as anything, but how do we then convey that right. To our parents and admin, right. So that it doesn't show up on the news. Right. It's a negative way with

Speaker 5 ([00:52:49](https://www.rev.com/transcript-editor/Edit?token=-pk4Y8k9MjgEKB-UR4E6mOs0bJWubIyKzwHSGRDUzRLgR4VTxFRQfYNXLSgRafJ3fCyrXeMMVMKzKl0Ufh5xhFaugco&loadFrom=DocumentDeeplink&ts=3169.52)):

That. You know, I know speaking from personal experience, um, it was right after Charlottesville had happened and we did in my school, um, you know, this is America by challenge Gambino. And I got suspended. I did, I got suspended for a day for that. But in that, that sacrifice was more important because it got, the school began to talk. Um, it calls change, it took a suspension. And then later on an apology, you know, two years later they came through in the text message. But for me it's that sacrifice was worth it because it changed a climate and a culture of a school that had never happened before. You know, it get, parents were talking the board where Tom was talking. And so sometimes it has to take a little sacrifice, um, what I wanted to get suspended. No, but when I looked at everything that came after there, that sacrifice was more than worth it for me. And so I think sometimes we have to be willing to sacrifice something more than just my time, if it's like, yeah, I'll sacrifice.

Speaker 1 ([00:54:10](https://www.rev.com/transcript-editor/Edit?token=Vlb0yG7BbaiN4V-D4CngwClgScvpcmYTgpNGBXJ8Xv76VLOx7u8PxmyvgF3vdB6mlbpB-Zi9QQX-iqWgG7Df2VoOFyg&loadFrom=DocumentDeeplink&ts=3250.45)):

I think it goes to show too that this can be a disruptor and in a positive way that it causes people to kind of step back and think, and you know, kids love to quote, like if you don't learn history, it'll repeat itself. And I think this actually kind of makes that happen. And it can just, re-upped like, you can realize that there are patterns happening and you can realize that there are problematic things. If you're connecting stuff from back then to today, that can lead to stuff that might be a risk for teachers, but hopefully it's a positive disruptor and it needs to change

Speaker 5 ([00:54:47](https://www.rev.com/transcript-editor/Edit?token=tHlPxp62InUnNRaMk_1-rcvhHTurk_4VAWUDV4jTLQO2UT82zYibFiSOfwSbJiCp6ZL4G-aMEsBqGxmPm-91WWvOirU&loadFrom=DocumentDeeplink&ts=3287.89)):

As that conversation gets started. I think for so long in social studies, we want to make everyone feel comfortable and history is not comfortable. And so to open up those doors to expose your biases, and that's what inquiry to me really does. It exposes your bias. We all have biases. And so depending on if you're in a rural County or, you know, in the city school, you're going to have a total different. And so opening yourself up to that, it takes a lot. Um, and depending on where you're at and the type of students and the parents that you're teaching, they may not be willing. And so that's where that admin support comes back to.

Speaker 6 ([00:55:35](https://www.rev.com/transcript-editor/Edit?token=ve2rZYdHY3PtizK41Dtyprp9OsZOnQUIzvVhcsVV7__J-alyotqJ1uGFJ6jHRGrqcHU0qnpvmv1kJkTwUe7Ypnz7XYE&loadFrom=DocumentDeeplink&ts=3335.76)):

And then it comes also with explaining. So, I mean, we talked about how this is different ways of learning, but it's also a different way of understanding. History. History was largely seen as truth. It's facts, it's data. This is what happened. Yeah. But it's really history is the connecting of facts into a narrative. And when you do stuff like inquiry, then that disrupts that narrative, or it changes that narrative, or it gives voice to marginalized groups that never had that voice in traditional histories that then just, you know, connect as that disruptor. But it's hard because it challenges, not the kids, you know, in middle school they get 90% of their political beliefs from their parents. So it's going to challenge their, their, their parents' beliefs. And that's a very difficult, yeah, that's a very difficult to have, but totally necessary for too long. I think w we thought of ourselves as teachers, Oh, we need to be neutral. That's probably not where we need.

Speaker 7 ([00:56:32](https://www.rev.com/transcript-editor/Edit?token=vH5k4cxx5gXstZ-WQqjMJjBJBs3kF-tFk9hcOG7CtUIAf5COuxPJzLOiXn5obS7-WvNPLzxQmVvteTwQPuBYdZMA99Q&loadFrom=DocumentDeeplink&ts=3392.49)):

Well, it's funny you bring that up because I was thinking about, you know, one of my heroes in the way that he sort of approached it was Howard Zinn, right? It says you can't be neutral on a moving train. Right. And the idea that we cannot be objective actors, and that if we recognize the status quo as oppressive, in some ways, our neutrality as a cold accommodation for students. And so much of this, what you're talking about here is this idea of discomfort learning. And that this often comes in and this idea of sort of the free air approach of, of thinking about we're not, you know, students are not just bankable kids, right. That before it was this transmissive thing that everybody got, I say thing, you now know what the thing I'm going to say. The most bland thing possible. You now know the most main thing, but what you guys are talking about is transformed. It's true. I mean, think about all the ways that you guys are talking about transforming. It was transforming the discipline. It's transforming the students, it's transforming the culture of the school. Admin included. It's transforming even how parents think about this, right. With the whole goal that we're all dedicated to transforming our democracy.

Speaker 9 ([00:57:32](https://www.rev.com/transcript-editor/Edit?token=iV5z6OQHbhc4cZQJ4s2jsj8nSH8UC7ymJOXHPSwHa2RuyTMrYSdAy22edXf0TDrdfC5c1lRdJ6AxfMoj4LufloyOPwU&loadFrom=DocumentDeeplink&ts=3452.17)):

Hm.

Speaker 7 ([00:57:33](https://www.rev.com/transcript-editor/Edit?token=wupP0PfljwuE-XvmWAPFGTG2ICykOXfPEA0dUAzE1ihd2-LwT6a27_6UPB2VTKsVxf4uxfpUVbx0L6WQ86Eo9hpE_VQ&loadFrom=DocumentDeeplink&ts=3453.33)):

Right. The question is, how do we sort of overcome some of these issues? Right? Cause I know that with argument argumentation, we talked about sort of some, the issues of claim making and the idea of, you know, reading and writing is really problematic for our students and that they're not used to doing it at all. And they're certainly not used to doing it in this way. So you guys are doing a great job about sort of looking at this larger ideas about what is it that we ultimately want them to do. So how does argumentation play in getting kids ready to go, to take that action?

Speaker 6 ([00:58:06](https://www.rev.com/transcript-editor/Edit?token=RS0aSQUn3D6C5l0KRFlg7kyxEHByZsLl5lbfYwgMoA2iNZrO78wus4CIIcEBtQt_8HLFLa3Ko303cVLBew_MeBNIcYM&loadFrom=DocumentDeeplink&ts=3486.62)):

Well, I found it is very difficult. I mean, they get fatigued. So I think that's something that a pacing of it, like it's, I found that I can't do an inquiry lesson proper every single day because they just get, they don't have the stamina yet. And so from the beginning of the year, you might start with two or three lessons a week. And then as they get more used to it, then they become, you know, they build up that stamina, they can read more sources, they can read more difficult sources, but it's, you have to, you have to work at that. And the kids have to be willing to work. You have to get buy in from your kids in order to do that so that they can see an end product, because at first they love there's no right or wrong answer in your argument until they actually realize that.

Speaker 7 ([00:58:53](https://www.rev.com/transcript-editor/Edit?token=cp9fhJ97MOedyY8QFH2HNsjZ5hX6D5RZu8XZciLTkS8XGPJCsnrkvxWBh6N-nMrdlbadObd148W0_HlMMnQt5OfZDHU&loadFrom=DocumentDeeplink&ts=3533.13)):

Mmm.

Speaker 5 ([00:58:54](https://www.rev.com/transcript-editor/Edit?token=juU0dkosCpFA9sG2afxZ_2LV5hLaGMy1IOVHXtT9EiKiPtKySEUBcpoV_XBfUOlE8WlBC7n2FnW6zXCbRFjCITyuAOU&loadFrom=DocumentDeeplink&ts=3534.34)):

I think too, being able to give them different ways to show an argument. Um, I know for some of my kiddos, I, we can do maybe like, um, a flip grid or they can act it out. And so that fatigue of writing all the time. Okay, well, we're going to do our argument. You're still arguing. You know, it's still an argument, but it's just done a different way. Um, so giving them that choice board, I sometimes they take that power like, Oh yeah, the choice on how I want to do my argument within there. And you're still getting my point across and in the middle of that, through exit slips and things of that way, we're still writing, um, in there. So I can see how your writing is developing over time, but not all my assessments are always going to be written, just so it gives that kid. Who's not a good writer, a chance to shine because I can really talk, I can speak and I can stay on point, but I can't always put my thoughts into words. And then for that kid, who's a really good writer who is shy to get in front of the class. It gives everyone his chance to shine. And that builds that community in that classroom that, you know, my teacher cares. And you want me to learn because it's not always this, I know how it's done. Yeah. All the time.

Speaker 1 ([01:00:17](https://www.rev.com/transcript-editor/Edit?token=kp1Q4JnF5bKfRZpQZNfgC92ZzwwG7R2p111FcmSXsLBQxpjVzIwm1Us6k1gMfOhoBImeIUbP-kNtdTiVZyoQ6-1ERiI&loadFrom=DocumentDeeplink&ts=3617.12)):

I feel like that mimics like the real world too, you know, like inquiry is really awesome in that, like, we can tell kids like we're teaching kids real practical things. Like you're going to have to go into your life and argue a point with evidence and giving them that choice is opportunities to see where that could be

Speaker 5 ([01:00:34](https://www.rev.com/transcript-editor/Edit?token=Z4QJX2DhNVnztrHfJiCUd0HfJzCZKa9hZkKYpBZfFnNplkASDO24OsAZVO8qTJBuKdkoLTQJs5fm5MLt-W4CxbZ14U0&loadFrom=DocumentDeeplink&ts=3634.98)):

Show up in their life too. Yeah. And then like, I always make any relatable, you know, they trying to take this argument home to your parents on why you feel you're getting a later bedtime and these are your sources, you know, that backs it up. And you know, I, my students used to get offended at first when I would tell them that. But later on in the end, they became too respected that I don't care what you say. I only care what you can prove. And at first he got on the guy, so group, but then later on, they were like, it became like the core of our classroom. We don't care what you're saying. What did you improve? What did you, what did you back this up? And so in anything that they did, they would take it outside of the classroom, you know, in sports and all this, or whatever, going on their sports teams or even another classroom. And so those skills, these are life skills. And I think that's what social studies does. It gives them life skills that they're going to use wherever they're at. Cut. That was amazing.

Speaker 1 ([01:01:40](https://www.rev.com/transcript-editor/Edit?token=AMfgl3PYj6mKuHJAYPBGcO6myMoT1syMHsgn3NbG1eWY0IrSGTMsl9ywWZGW2JpG7K_fyIbdBEeG63o7n8y6R4EizJ8&loadFrom=DocumentDeeplink&ts=3700.62)):

I don't know how we're going to cut things really from the footage. I mean, they were just documentary set. Um, so that was all believable. I can already see how that footage is gonna help punctuate the talking head stuff. Yes. I think what I want to do. So I want to say one thing. Um, I, I was so moved by that childish Gambino feeling. Um, I, and I can see why you told.