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| Speaker 1: | What we're going to try and get done. And I'm saying this mostly to myself, um, if we're just going to do the intro part, you know about blueprint, so speed. Speed. 10 speed. I have a 12 speed. |
| [00:00:30]  Speaker 2: | No, you don't. Actually I did want to us, does it matter? The repairs, Fred. Oh, that's focus. Okay. |
| Speaker 1: | Sorry. I got you. Red hair. Ron Lewis. I don't care what he looks like, but I got the ladies. |
| Speaker 2: | I would like to know what are you, what kind? |
| [00:01:00]  Speaker 1: | Oh, you're diabetic shock. You're saying it's an off the walls between the sugar and the caffeine. |
| Speaker 2: | Oh gosh. No, not yet. Alright. Are you ready? Are we rolling? We're rolling. |
| Speaker 1:  [00:01:30] | All right. So first of all, tell me who you are, um, and where you teach it. If you could do the unison thing, that'd be pretty awesome. So, um, someone, why don't you start? Okay. My name is summer AMRO and I teach civics at Woodford County high school in Versailles, Kentucky. Hi, I'm Sarah Maynard and I teach advanced civics at Woodford County high school in Versailles, Kentucky. Great. All right, so we're going to do it again. Uh, and I'm going to have you go. My name is summer AMRO. My name is Sarah Mainor and then together we teach civics at, with retaining high school. Right. We'll see if it works, if it doesn't. Okay. Cool. |
| Speaker 2:  [00:02:00] | Now a quick note, um, while the other one is talking, be sure. Cause you know, you're always going to be seen, so be sure to either look at each other or try and ignore these. Okay. All. Alright. |
| Speaker 1:  [00:02:30] | My name is summer AMRO. My name is Sarah Maynard and we teach civics Woodford County high school. [inaudible] that's about as bad as the scale. Okay. A scale if we only have the scales, then like a clipboard. Alright, this one I want you to do, I want you to start I'm S my name is summer AMRO. My name is Sarah Maynard. And then Sarah, wouldn't you say? We both teach civics here at Woodford County high school. Okay. Alright. Alright. My name is summer AMRO and I'm Sarah Maynard. And we both teach civics here at Woodford County high school in Versailles, Kentucky. |
| Speaker 2: | Great. That was good. That better? Yes, you're okay |
| [00:03:00]  Speaker 1: | With that. That's all we do. Like everything else, |
| Speaker 3: | No Caravel, but that was fun. It was fun. All we did it. |
| Speaker 1: | Okay. So now tell me a little bit about halt. Um, tell me a little bit about Citrix here at Woodford, the civics class. So what is, you know, what happens in six? Um, |
| [00:03:30]  Speaker 3: | So we typically introduce, say civic class here at Woodford County high school, civics class here at Woodford County high school. We typically introduce different types of government, and then we dealt like dive deeper into U S government. Okay. |
| Speaker 4: | And we teach it to primarily sophomores or 10th graders. It's the required 10th grade course. Um, and we do also try to embed some bit of economics in it. Um, and that's kind of, I guess what makes it civics rather than called just a U S government class. |
| [00:04:00]  Speaker 1: | Okay, great. So when you do do that again, um, uh, I thought that tape was fine, but I want to feel, I want you to do it again. So, um, uh, you know, uh, can we start that, um, the 10th grade civics class here at Woodford County, the purpose of the civics class for your at Woodford County high school is to go ahead. Okay. Okay. |
| Speaker 3:  [00:04:30] | So the purpose of the 10th grade civics class here at Woodford County high school is to give students the, um, foundation knowledge of government. And then we also like to include some economics in there as well. So that it's more of a civics than just government and the name civics, we kind of also used to |
| Speaker 4: | Make the class kind of geared toward making our students good citizens, um, and you know, teaching them how to be actively engaged in their civic environment. |
| Speaker 5: | Right. |
| [00:05:00]  Speaker 1: | Awesome. Um, All right. Tell me what are the five to six major ideas that are the major concepts that provide sort of the spine of the curriculum for the 10th grade? That class? |
| Speaker 4:  [00:05:30] | Can we just like talk for a second? Yeah, absolutely. I would think types of government and then the foundation foundations of us Cameron. Yep. And then, um, federalism branches of government. Yup. And then citizen citizenship. Yup. Yeah. I would say those are the five pillars. Cause everything else fits under one of those. Yeah. I'd say yes. |
| Speaker 1: | That's actually, that was actually a really natural take. So you guys wanted to go back and forth with between each other. I think that works out well. So what are the, what are the five or six major concepts that provide the spine for the 10th grade civics class? |
| Speaker 4: | Well, federalism, one of them, the |
| [00:06:00]  Speaker 1: | Tops of government foundations of us government is another, um, the branches of the U S government. Yeah. And then citizenship. Yep. Okay, great. I want you to do that again, but I want you to start with the major concepts that sort of, that the major concepts that students need to know as a result of taking this course or, you know what I mean? Give me an intro so that I have that we can cut it. Okay. |
| [00:06:30]  Speaker 4: | Okay. Alright. So the five major concepts that we expect our students to get out of teaching civics here at Woodford are, um, I'd say types of government, the foundations of the U S government federalism, citizenship, and then branches of U S government. Yep. |
| Speaker 1:  [00:07:00] | At the end of the year, what is the goal of the course? Like what do you want students to walk away with at the end of the year? So whenever I ask the question and try to wrap that into the statement, what do I really, what we really want students to walk away with is |
| Speaker 4:  [00:07:30] | When students leave our classrooms, we really want them to be able to walk away with how they can make informed actions when they become a voting adults and members of society. Yeah. And even, I mean, we try to give them the tools a lot through inquiry of how they can, you know, cause a lot of times teaching it to sophomores, they ask us, well, we're not going to be 18 for awhile. Why are we taking this class? And um, we try to get them to see that there are things they can do to be engaged citizens, even now I'm at the age of 15. |
| Speaker 1: | Okay, good. Um, How do you work together to teach your individual courses? |
| Speaker 4:  [00:08:00]  [00:08:30] | Well, we, we, to, when we plan our courses and to teach them, we actually sit down and break down the standards and decide how we want to, um, incorporate each aspect of those five things that we've already talked about. And we usually sit down and we build, um, like learning intentions. And then from there, I think one thing I really love about our PLC and really our department as a whole is that we sit down and we kind of agree on those, um, learning intentions that we set. But then in our own classrooms, we kind of have the freedom to construct lessons the way we want to, but we're also always willing to share. Um, and sometimes we do carry out the same exact lessons in our classrooms and then come back together and talk about, um, how they went for each of us. Okay. Um, okay. |
| Speaker 1: | Okay. So what role does inquiry play in, in your civics class? |
| Speaker 4:  [00:09:00] | I would say inquiry plays a really large role in our class here at Woodward County high school. Um, and I say that because I think that when we said earlier that we would like our students to know how to be engaged and active citizens on their own when they leave our class using inquiry in the classroom is giving them those tools on how to, you know, ask questions, um, and how to after they've learned something or, um, engaged with a source, turn that into an argument of sorts and then do something with it. |
| Speaker 3:  [00:09:30] | Yeah. We also, um, the way that it plays into it is we give students the ability to fond the sources that they know that they need to answer their own questions and they like to challenge each other with their ideas and thoughts as well. |
| Speaker 1:  [00:10:00] | Great. Okay. So tell me, um, um, so you both taught, uh, an inquiry this, um, past spring. Um, tell me about, well first, before we even get into that, tell me about civics test here in, in Kentucky. Tell me what is the civics test here in Kentucky? Um, |
| Speaker 3: | The civic says here in Kentucky is a requirement that all students have to take in order to graduate high school. Um, there's three sections to it, the civics or government us history, and then geography. And they have to meet a benchmark in order to, to get that credit. Yeah. |
| Speaker 4:  [00:10:30] | And I think at the beginning it was left up to each district to give the test and whatever means they found, but we've used the digital driver's license, um, test that's online. Um, and so we give that and our students, they can technically, I think take it to pass as many times as they need to before they pass. Um, and we, we aim to give it freshman year, but then because then that gives them time to, if they didn't pass, take it again the next year. |
| Speaker 3:  [00:11:00] | And then if a student were to transfer from another district, they still have that ability. If they didn't get to take it in the other district early on, they still have all that time to take it. Great. |
| Speaker 1: | Um, so how did the students feel about the civics test? |
| Speaker 4:  [00:11:30] | Whenever I can remember, even when I was student teaching was the first year that we in Kentucky had to give the civics test and students react to get to taking the civics test. Um, I mean they, they just do it because it's one of those things that we just kind of, as teachers we say, Hey, we have to do this. Um, it's a requirement of the state you have to do to graduate. But the students, they just kind of see it as a, like a hoop that they have to jump through. Um, and a lot of, I hear this so many times when the kids are taking the civics test is why do we have to know this stuff? Mmm. Yeah. That's generally the reaction that I get, |
| [00:12:00]  Speaker 3: | The reaction I get from students is it's a mix. Some of them, they take it and they're like, this is all stuff that we need to know. And then others are like, I don't need to know this. This is not going to pertain to me when I graduate high school. And eventually they come around after they take it and they see that they pass it and they actually know more than what they want to let on that they know. |
| Speaker 1: | How do teachers feel about the civics tasks? |
| Speaker 6: | Mmm. |
| [00:12:30]  Speaker 3: | For me, I think that the civics test is a great asset to students because it gives them a broader understanding of what an immigrant would feel like would need to know should they come to the U S um, and I think it gives them the ability to say, I need to be more informed than what I actually am. |
| Speaker 4:  [00:13:00]  [00:13:30] | Yeah, I guess I would agree with that. And then on top of that, some of my, like for me personally, as a teacher, some of my reservations with it is, you know, when I teach civics, I, when students ask me, why, why do we have to take this class? Um, I explained to them that it's so important because of those big concepts and because of learning how to take informed action and to act upon your opinions or issues you see. And so I guess the test and not all the questions, but, um, it almost is, some of the questions are really specific. And so I think that for students, then they see, well then why do I have to know these little specific, you know, events and every little detail about them? Um, which not every question is that way. But, so I think that that's something that I've struggled with, um, when explaining, like, why do you have to know this stuff is kind of, it doesn't necessarily fit in with what we, what our goal is as civics teachers. |
| Speaker 4:  [00:14:00]  [00:14:30] | And it, we achieve, I think, or strive to achieve those goals with just how we teach our curriculum. And so that test kind of just feels like a little separate entity almost, but, and then also just the, I mean, anytime you come down and tell teachers that they have to implement this new state requirement, um, we're already working with such limited time in our classrooms. And so I think that's the biggest, biggest pushback is like, well, when are we going to find time to give this? Um, cause it does a hundred questions. It does take a good chunk of time, especially for freshmen. And when you have, um, classes with students at different levels. Um, so I think those are some of the struggles that we face with it. |
| Speaker 1:  [00:15:00] | Great. Okay. So you've told me a little bit about this new mandate at the civic sector, relatively new mandate of the civics test. Tell me a little bit about the new Kentucky academic standards for social studies. So what are they and what is the Kentucky, what are the new standards asking you to do? So I would start with the new, I'll start with you summer, the new Kentucky academic standards for social studies, ask us as teachers to go ahead. Yeah, |
| Speaker 4:  [00:15:30] | The new academic standards for social studies in Kentucky that were passed and adopted last year, um, they ask us really to teach social studies with the lens of questions and taking informed action, um, and really inquiry, um, and those bigger picture kind of concepts that come from social studies. And there are some more specifics, but really the standards are focused around these threads that go throughout history, um, and not so much little specifics. And so, um, yeah, and that's what really, that's the way I see the new standards is what their goal is. |
| Speaker 3:  [00:16:00] | The new standards in Kentucky that were just passed last year. They give us the ability to, to string events through history and all areas of social studies together. And it, it really puts it into perspective for students when they can sit there and say, well, I learned this in global studies or world history, and then it pertains to, to civics and in many ways, and it's because they learned the method of inquiry and the questioning and forming an argument. |
| Speaker 1:  [00:16:30] | Great. Good. Alright, sir, could you say for me that the Kentucky academic standards are based on four inquiry practices, questioning disciplinary knowledge, using evidence and communicating conclusions. Okay. Okay. So you want me to say new standards are based on four inquiry practices, |
| Speaker 4: | Questioning discipline, wait, what's the wording disciplinary. What's the wording of at all knowledge and then questioning disciplinary knowledge, evidence, evidence, and what's the last one |
| Speaker 1:  [00:17:00] | Communicating, communicating Clem could claim claim illusion. Okay, let me say it again. I just don't want to jump into my words. You could say here's another one you can say the new Kentucky academic standards are based on inquiry. Okay. And then inquiry is broken down into four practices, questioning, um, knowing shit, um, disciplinary knowledge, um, using evidence and communicate solutions. All right. So the Duke Kentucky academic standards are based on inquiry. Okay. |
| [00:17:30]  Speaker 4: | Alright. The new Kentucky academic standards for social studies are based around inquiry and inquiry is based around four major disciplines, including, um, questioning, uh, disciplinary knowledge, um, using evidence and then constructing arguments. |
| Speaker 1: | Great. Good. I'm going to have you do is Sarah [inaudible] Call them practices. You're fine. Um, so the new Kentucky academic standards are based on inquiry, right? |
| [00:18:00]  Speaker 3: | The new Kentucky standards are based on inquiry and the four practices of inquiry are questioning disciplinary knowledge evidence, and then constructing an argument. |
| Speaker 1:  [00:18:30] | Great. Perfect. Um, so talk to me a little bit about, so you have this test, that's a hundred multiple choice tests, And then you've got these inquiry standards, which seems sort of antithetical to that kind of teaching. Talk to me about the rub, you know, between the, you know, the idea that you're teaching inquiry, but you have to have students know a bunch of things for this test. Does that make sense? So as a teacher, here's my question. How do you reckon, how do you reconcile the test with the new standards? Does that make sense? All right. So how do you reconcile as a, as it's social studies teacher, how do you reconcile the test with the new standards? |
| [00:19:00]  Speaker 4:  [00:19:30] | So as a social studies teacher in Kentucky, um, the way that I kind of reconcile or fit together, the civics test and then the new standards, um, it's hard. And I, if I'm being honest, I don't feel like they compliment each other well. Um, but where I would fit in and kind of where, what I do in my mind is that the knowledge that's required for the civics test fits in with the knowledge that we expect when we do teach through inquiry. It's just that the method of assessing that knowledge in a civics test, um, is not necessarily the way that we would assess that knowledge through inquiry. Yeah. |
| Speaker 1: | Um, I have to |
| Speaker 3:  [00:20:00] | Agree whenever you assess the civics test, it's more of a right or wrong answer with, um, inquiry and the new standards when you assess whether or not a student has mastered the standard, it's more of a, could they construct an argument and provide their evidence that we, that they have learned on their own and actually answered and provided enough information for it. |
| Speaker 5: | Great. |
| Speaker 1: | So, um, |
| Speaker 5: | Okay. |
| Speaker 1:  [00:20:30]  [00:21:00] | Um, how does the civic tests, well, no, I'm not going to ask, ask them. Um, so let's go ahead and talk through the blueprint. So you all this year taught a blueprint. Um, so what can you tell me a little bit about that inquiry? So this year we tried something new. We taught this inquiry, can the civics test make you a good citizen, which embedded the civics test within the formative work, um, of the inquiry. So maybe, maybe talk a little bit just generally about that inquiry. So this year I'll start you off this year. We tried to teach the civics test about through inquiry. So we use the compelling question. So just see where you go and then I might have you retake it depending on where we're at does start. Okay, go ahead. Okay. |
| Speaker 4:  [00:21:30] | So this year we tried to teach the civics test through inquiry in our civics class. Um, and the way we did that is through the inquiries compelling question was can the civics test make you a good citizen? And that fit really well because we had already talked about citizenship, um, and being an active citizen and what that looks like and what that means in a prior unit. And so we could pull on that background knowledge and then fit that test into the context. Um, and within that compelling question, um, one of the supporting questions in the task was to take the civics test and just see what's on it. You know, what's being asked of us. Um, the other things that we did with it include what are the most important |
| Speaker 7:  [00:22:00] | Parts of the civics test? Um, what are the most missed questions that they took with the civics test and then what, what should we do different or what should they add to the civics test to make them reach an answer to the compelling question? Can the civics test make you a good citizen? Excellent. Excellent. So what I want you to try and do is say something like what we tried to do this year is we try to have students not just take the test, but evaluate the Val valuate, |
| [00:22:30]  Speaker 1: | Whether it was, it was a good form of assessment. And so part of the inquiry had them, you know, take the test and then try to answer the question. Does this make me a better citizen? Something like that. Okay. I'm just gonna have you take it a few different times just because this is sort of, it's important to just in terms of describing the word okay, wherever you want to start right |
| Speaker 7:  [00:23:00] | With, um, this year with the civics test and this inquiry that we did, can the civics test make you a good citizen? Um, we tried to teach it to where students could actually evaluate the civics test and say whether or not they believe it makes them a good citizen. |
| Speaker 4:  [00:23:30] | And that kind of fit in as a, instead of just, you know, in years past, we've just given the civics test and said, Hey, we have to pass this for the state, take it. And then we're done with it. Um, this allowed us to, they met that requirement. They took the test, but then also we spent more time after the fact evaluating what were the most missed questions, um, looking at, uh, which questions do they believe are most important? And then we even had students look at, well, what should we add to it? What could make it better if you don't think it's perfect. So |
| Speaker 1: | Good. That was good. Yeah. Yeah. Very good. Okay, good. Um, so, um, yeah, it feels more comfortable. I feel comfortable. Yeah. |
| Speaker 6: | Uh, alright. |
| Speaker 1: | So I feel like we have a good state with that. Um, yeah. |
| [00:24:00]  Speaker 6: | Okay. Um, |
| Speaker 1:  [00:24:30] | Alright, so I'm going to give you some lines. All right. And then I'm gonna have you freeform after that, but I'm trying to get, get you to say some lines because these are going to be the major parts that you're going to preview. So I'm going to have you start Sarah and say the I-Corps really broke down into three instructional sections. Okay. Okay. So go ahead. The inquiry really broke down into three instructional sections summer. I want you to say the first section was staging the compelling question, and then tell me what you did to say to the compelling question. |
| Speaker 4:  [00:25:00]  [00:25:30] | The first section of the inquiry that we taught was staging the compelling question. And the way that we did that is through asking students to pull on their background knowledge of, well, the compelling question is can the civics test make you a good citizen? So that staging the question for us was, well, what is a good citizen? What makes a good citizen? Um, and the tasks that I had been complete with that was I put my students in groups and we had them create a mind maps surrounding what is a good citizen. And from there, they just kind of pulled on background knowledge and some of them pulled two on just opinions. Um, and then we had them do that on posters. And then we kept the posters up. And while they were working through the rest of the inquiry, they could kind of go back to those, what they thought of in their mind is what's a good citizen. |
| Speaker 1: | Great. Okay. I want you to do that again, but I want you to do a much tighter version of it. So, um, Sarah said this inquiry really broke down into three instructional sections. I'll have you do that again. And you're going to say the first was staging the compelling question where we really tried to get students thinking about what does it need to be a good citizen? That's all you really need to say. Cool. Okay. So, so this inquiry broke down into three instructional sections. |
| [00:26:00]  Speaker 4: | The first instructional section that we taught in this inquiry was staging the compelling question and where the compelling question was. Can the civics test make you a good citizen? The staging, the question was we had students define what is a good citizen. |
| Speaker 6: | Perfect. Um, |
| Speaker 1:  [00:26:30] | Sarah, the next thing I want you to say is the next instructional section was around the formative work. And what we try to do in the formative work is, is allow students to understand what is the civics test and what are the strengths of it and what are some of the weaknesses of it? Okay. So, |
| Speaker 6: | Uh, uh, |
| Speaker 1: | So the next major instructional section was the work. And what we tried to do is have students understand sort of what is the civics test and what are its strengths and what are its weaknesses. Okay. Okay. |
| Speaker 4:  [00:27:00] | The next instructional section, um, focuses around the formative work and we really wanted students to break it down of what, what is the civics test? What are the strengths and what are its weaknesses? |
| Speaker 1: | Great, good. Um, I'm going to do one more thing and then I'm gonna, how I'm going to put it all together. It's going to be super, |
| Speaker 8: | Can, can we have cue cards? All right. We won't be this QE going forward, but I want to make sure we get certain clips |
| Speaker 1:  [00:27:30] | And direct the inquiry. Okay. Um, the last, um, instructional section was the summit of work and this included both students constructing an argument in response to the compelling question and then taking informed action. Um, okay, cool. Alright. Alright. |
| Speaker 4: | The final instructional piece of the inquiry was the summative work and this included students constructing an argument in response to the compelling question. And then along with that was the taking informed action piece. |
| Speaker 1:  [00:28:00] | Great. Perfect. All right. Now I don't want you to look at me to Ryan. Crowley's really good point. Once you, you can start out Sarah, by saying, look, there were three, it was three, there were basically three major instructional sessions, and then you can start looking at each other and doing just what you did. And one thing you're welcome. Okay. |
| Speaker 8: | All right. Good scaffolding. |
| Speaker 1: | Yep. So they're basically three start by looking at me. Yeah. Yeah. He, |
| Speaker 8: | Anybody would do that. Yeah. |
| [00:28:30]  Speaker 1: | I know what idiot return on the heat. Hold on one second. Do we need to wait until he comes back? If you're not, we do not. Oh, okay. Alright. Okay. Alright. |
| Speaker 4: | There's three instructional. Um, start again. |
| Speaker 8: | Okay. You're actually doing great as well. |
| Speaker 4:  [00:29:00] | There are three major instructional sessions to this inquiry. There are three major instructional sections to this inquiry. Try it again. There are three major instructional sections to this inquiry. |
| Speaker 1: | Okay. Pause. And then try it again. |
| Speaker 4:  [00:29:30] | There are three major instructional pieces to this inquiry. The first section is the staging. The question. So where the compelling question was, can the civics test make you a good citizen? The staging question, staging the question focused on having students define well, what makes a good citizen? The next section focused around the formative work. Um, what is the civics test? What are its strengths and what are its weaknesses? And then that final piece of the inquiry was that summative work. And so that included having students construct an in response |
| Speaker 1: | To the compelling question. And then in addition to that, having students take informed action. |
| Speaker 6: | Brilliant. Super. I can see that. Okay. I got it. |
| [00:30:00]  Speaker 1: | I need a fan. Yeah, it's hot. Alright. We're almost done |
| Speaker 6: | Over here. |
| Speaker 1:  [00:30:30]  [00:31:00] | Okay. Alright. Uh, okay. So what I want you to say is this, this inquiry was unique, is that it's what we call an embedded action blueprint, where the formative work allows students to understand and assess, and then after the argument, they can move right. To taking it for an action. Okay. Right. [inaudible] all right. So I'm going to, yeah. So this was a unique inquiry. This was a unique inquiry because the hold on blooper reel, maybe you could slip for sprint. Yeah. You can say, you know, this was a unique, uh, this was really a unique inquiry blueprint, uh, in that the action was embedded into the formative work. Okay. Okay. So this was a really unique inquiry because the blueprint or the structure of the inquiry really embedded that action piece in the formative formative work because the students were taking the civics test, um, and you know, kind of assessing that the strengths and weaknesses, like we said earlier, as they worked through the inquiry. |
| Speaker 6: | Perfect. Perfect. Um, |
| [00:31:30]  Speaker 1:  [00:32:00]  [00:32:30]  [00:33:00] | Now I am going to have you already do this? It was so hard to keep a straight face. She is really hard. You guys are going great. I caught it like took a sip of my drink and then like shook it a little bit and just like awesome diabetes, diabetes now. Um, did you look at the notes that I have for you today? Because I wonder I have them reading the blueprint. Um, but I'm not sure we need that with that last take of describing the big picture. What do you think? I think if you're gonna rely on it, then you should do it again. Okay. Alright. Okay. Alright. So I'm going to have you, do you sort of remember the blueprint, it's got a compelling question, a staging for supporting questions, sources for formative tasks, argument, and then action. And so what I'd like you to do, we have like a good take of the big picture, and then we're going to break down after lunch. But what I'd like you to do is sort of ping pong between the two of you, you know, the different parts. So maybe summer started, the inquiry really starts with the compelling question and staging. And so do a short description like you did before. And then first supporting question, ask students to, you know, ask, um, what's on this, what's on this, on the civic test. You want to do a, a walkthrough real quick. Um, so, |
| Speaker 1:  [00:33:30] | Okay. So you know, the first part, so the first supporting question is what is actually on the second X test. And so students use the, um, district civics exam, um, and yeah, they use the civics exam and they take the exam. So can you do, can you do first supporting questions source and that task? Yeah. Yeah. And just sort of a descriptive way. And then you do second, |
| Speaker 4:  [00:34:00] | What were the most missed questions? And we, the source we used was looking at just the data from the class that took it, and then we had the students, um, list, the most missed questions. And then on top of that, students, we divided the questions up in the groups and students are viewed whether or not that those most missed questions were necessary to being a good citizen. |
| Speaker 1:  [00:34:30]  [00:35:00] | Yeah. So what I would say is that, you know, then we had students do some analysis of how the class performed on the task. Um, so, um, they looked at, I do a high level version of what you just said, like not deep dive. Um, and then third supporting question is what is the most important material where then yours was really, what did they miss? And then yours was, did it matter? Like what actually is a value on the task? And then the four supporting question, um, is, is the city access missing? Anything? Are there major chunks of knowledge? And so students had to construct, uh, a question that would be on the six tasks. Then you talk, then students had to develop an argument in response to the compelling question, and then you do action. Right. So ping pong. So we're going to move our way through, through the blueprint. Okay. Okay. All right. So tell me about this inquiry. Let's do this again. |
| Speaker 4:  [00:35:30]  [00:36:00]  [00:36:30] | Okay. So this inquiry started with the compelling question. Can the civics test make you a good citizen? And then we started by staging the question, which has students define what makes a good citizen. The first supporting question that goes along with the compelling question is about what is actually on the civics test. And here at Woodford County high school, we actually use the district exam that they have to take. Um, and they, they that exam and they got their analysis right away. And then supporting question two was, well, how did the class do on the civics test? And so for that, we did an analysis of the student data from that day, and then had students kind of sort through what were the most missed questions. The third step is the, what are the most important questions that's on the civics test. And they, they got to put in a lot of opinion, which students seem to like, um, so they, they ranked them on their own and in groups. And then the final supporting question was what's missing from the civics test. And so with that, we had students, you know, looking back on the last questions we had students construct their own question that they might want to see on the civics test that would fill those gaps. And once we got to work through all of those questions, they created an argument answering the compelling question. Can the civics test make you a good citizen? And then from there, once they constructed their argument, um, we had students implement the taking informed action piece. |
| Speaker 1:  [00:37:00]  [00:37:30] | Great. I feel pretty good. Me painful. Yeah. Yeah. Oh shoot. I don't like murders or gays. Yeah, we did. Um, but I figured like what we were going to do after lunch is really deep dive into each of those pieces. What I wanted was a high level intro to this documentary where we set it up. This was probably even more detailed there, Steve, but actually was pretty good. I mean, it wasn't, didn't go too far down in the weeds. What I'm wondering is do we need them to queue? Is it going to be too cheesy to queue something Wike? Let's take a deeper dive into the same quarry, you know, or, you know, something where we say, you know, let's take a look at staging the compelling question, or should I have them say something like we started, we can do this after lunch too. You know, we started with a compelling question and then have summer talk through that. Does that make sense? Like, do we need any |
| Speaker 2:  [00:38:00] | Voice cues for this? Yes. Because we will use those as transitions. Cause we'll give that overview that they just did kind of back and forth of the four sections and then break down what is actually in the four sections and show the students do. |
| Speaker 1: | So I wonder if we need something, something to the effect of let's break down the same query, you know, like we're doing a sort of behind the inquiry let's break down. Yeah. So, so who are they talking to? They're talking to the camera. We sort of basing it on this idea that Gates had about behind the in court or behind the lyrics. And so, um, um, |
| [00:38:30]  Speaker 9: | I just was thinking about, are we going to be like here and |
| [00:39:00]  Speaker 1: | All right, you can look at me for that. |
| [00:39:30]  Speaker 6: | Okay. Okay. You want to let you go first? Okay. Alright. |
| Speaker 1: | Let's take a look at what this inquiry looks like in the classroom. Let's look at the ways that we implemented this inquiry into the classroom. Break this inquiry down. Sarah. Let's break this inquiry down for [inaudible]. I like cheesy. Yeah. All right. Great back and forth for a little bit like different ways to say that. Okay. Take |
| [00:40:00]  Speaker 6: | Yeah. Yeah. Okay. Hold on. Okay. I have to not laugh because I don't know what |
| Speaker 1: | Actually you could laugh. That would be the, so, okay. Let's break this inquiry down piece by piece. Let's get to the foundations of this inquiry piece by piece. Let's take a look at how we implemented the inquiry in our classrooms. |
| Speaker 6: | Um, she took mine, |
| Speaker 1: | Sorry. I'm not very creative today. Um, |
| Speaker 6: | Let's talk, huh? |
| [00:40:30]  Speaker 1: | Yeah. Oh yeah. Let's talk about the, how we implemented the inquiry and do it again. Let's talk about how we implemented the inquiry. Try this. Um, so what does inquiry look like in the classroom? Okay. So what did this inquiry look like in the classroom? So what did this inquiry look like in the classroom? So what did this inquiry look like in the classroom? Great. Um, I sorta like that, like a compelling question. |
| [00:41:00]  Speaker 6: | Um, you know, back with the story of instructional compelling question. I think we got it. Yeah. Okay. Okay. Let's see. Lunch, lunch. |
| Speaker 1:  [00:42:30] | You guys need a break. Okay. And what time would you like us back? One? Uh, yeah, we talked about, um, so we're going to do a little adaptation thing and then, um, |
| Speaker 6: | Speed. 12 speed scales. More cowbell. Yup. Alright. Um, |
| Speaker 1:  [00:43:00]  [00:43:30] | Okay. So, um, essentially what I want you to say is, you know, while there were some, I liked the way that you did this. So summer, while there are some differences between our classes, you know, pretty much taught it the same way. And then Sarah, you can say what you were just saying, like the questions were the same, the sources were the same, but maybe the way in which, you know, I don't know, whatever you were saying was a little bit different. Okay. Yeah. Okay. So, right. So we essentially taught the inquiry the same way. There were a few minor differences, but for the most part, we taught the same structure of the inquiry in our classes, the compelling question and the staging of the each supporting question were the same. We use the same sources, but we just presented the material different. Great. |
| Speaker 6: | All right. Perfect. Um, |
| Speaker 1: | Okay. So summer, I we're going sort of pretend that you did teach it the same way because the B roll is, or that classroom footage is, like I said, from the first part, we'll just pretend that all day, |
| Speaker 6: | But at the same, um, |
| [00:44:00]  Speaker 1: | So what I want you to do is, um, so I'm going to start with you summer. So the first thing that you do, and, um, so, so the first, um, uh, I don't want you to say this. Um, |
| Speaker 5: | [inaudible], |
| Speaker 6: | Uh, something like, uh, |
| Speaker 1:  [00:44:30] | I want you to talk about staging the compelling question in more detail. So what, right now we have footage, Let's do it, and then I'll tell you what would add, maybe have you redo it. So, um, |
| Speaker 6: | Okay. |
| Speaker 1:  [00:45:00] | I'm trying to connect it back to the three major instructional sessions. Um, so maybe the, maybe start with something like, uh, the first thing you do in any point, did you just get started? Um, and then, um, so start talking about staging. So in, so in our classroom and we started by stating the compelling question, and you could keep, I know that you might be sensitive to repeating the question and the compelling question, but it actually is good that you do. Okay. Alright. |
| Speaker 4:  [00:45:30]  [00:46:00] | Okay. Alright. So anytime you start teaching inquiry, you have to introduce the compelling question. And when you do that, you have to stage the question and make sure that the students understand what they're being asked. So with this compelling question, can the civics test make you a good citizen? What we really needed to define was what makes a good citizen. So for when we staged the question, which that was that first piece instructionally of an inquiry, um, I had students pulling on background knowledge, um, about what a good citizen is. And so the way that the test that they completed was I put them in groups and I had students on a big piece of poster paper, um, create a mind map with the central idea, being a good citizen. And then from there they just made kind of webs. And they're thinking about what makes a good citizen. And a lot of it, they pulled specific vocab from things that we had learned in class before. However, some of them also just kind of drew on, um, their own opinions or things that they see in the world around them. Um, and so that was a good mix and it really got them the purpose of staging, the question is to get them thinking about what they're being asked. Um, and so that was really important to kind of keep that as a thread throughout the rest of the inquiry. |
| Speaker 1: | Great. We're going to do the same thing. We're going to do it in two parts. What's the purpose of staging? The compelled question. |
| [00:46:30]  Speaker 4: | Okay. So anytime you start inquiry, the purpose of staging, the compelling question is getting students to understand what's being asked to them and to kind of motivate and activate that prior knowledge that they might have about the topic. |
| Speaker 6: | Great. Um, |
| Speaker 1:  [00:47:00]  [00:47:30] | All right. So I want you to say it this way. So when you say to compelling question, you're really creating, um, uh, you're really trying to, so the way that I, let me back up and say the way that I talk about staging to compelling, the question is that it's really a time where you're brokering your question with students. So you're getting them to be curious about the question. So you're doing two things, you're sort of creating curiosity, but you're also defining the terms like you said, so making sure that they understand what, when you look at that question, what does it mean? Uh, Kennesaw civics has to make you a good citizen. It feels like the, the term that you needed to find is citizen, right? And so that's a, you want to unveil the question, but you need an anticipatory set to do it. And then the second part is to sort of, um, define the terms of inquiry. So I'm going to have to just do it again, not because the first two takes weren't great. I just want a third one. So the purpose of staging, the compelling question is |
| Speaker 4:  [00:48:00] | The purpose of staging. The compelling question is to hook students, um, and to get them curious about the compelling question and then also to kind of fill in any gaps that might exist in the terms that might be in the compelling question. So for in this case, what is a citizen? What is a good citizen? Um, so really the stage and the question was to hook them and then define some terms that they may, may need a backup. |
| Speaker 1: | Perfect. Awesome. Sweet. All right. So in the same way, tell me again how you stage the compelling question. |
| Speaker 4:  [00:48:30] | So in order to stage the compelling question and, you know, get students curious, we, I had students create a mind map. And so they got in groups and they in their groups created a poster paper that was a mind map surrounding the term good citizen. Um, and so they pulled on background knowledge from class. They pulled on just their own personal experiences. And without any other restrictions, they just kind of put their thoughts on paper. What is a good citizen? |
| Speaker 1: | Do you remember some of the things that they said, what are some of the, some of the same thing, but what are some of the things they said when you asked them when you asked them to mind now? |
| [00:49:00]  Speaker 4: | So when Steve, when Lula, when staging the question, um, the students were saying what they thought a good citizen was. And a lot of the things that came up were things like being informed, um, things like respecting others and respecting diversity. Um, some of them quite a few put things like taking care of the environment and the world around you recycling. Um, a lot of them put going to school. So, and a lot of those things, if not explicitly kind of related to the topics that we've talked about in class regarding like civic duty and civic responsibility. |
| [00:49:30]  Speaker 1: | Absolutely. Perfect. Okay. Now. |
| Speaker 6: | Mmm. Mmm. |
| Speaker 1: | So what were you doing while students were doing the mind map? |
| Speaker 4:  [00:50:00] | So while my students were constructing their mind maps in their groups, I was walking around and for the most part, just trying to listen and hear what my students were thinking and where their minds are at. Um, and then occasionally I would chime in and just kind of ask questions to push them further and ask, what do you mean by being informed? What does that look like? Why is that important? Just to kind of get them ready to explain themselves because they were going to need to do that later in the inquiry, but the main purpose was to just listen and hear their thinking. |
| Speaker 6: | That's great. Perfect. Um, |
| [00:50:30]  Speaker 1: | How did you go from that exercise to the actual compelling question? I think one thing that teachers really struggle with is going well then how do I do the big reveal? You know? So maybe you could talk through how did you move from the mind method? Well, actually before that, now that I'm thinking about it, talk through how did students present their mind maps then? |
| Speaker 4:  [00:51:00] | So students worked on their mind maps in groups of like three to four students each, and then what we did, they were on poster paper and we kind of went around the class and each group presented their main ideas of the mind map. Um, and what we found was a lot of students had things in common on different mind maps. They had the same concepts, maybe it was worded a little bit differently. Um, but then we also had some students didn't have a topic on their map and they were like, Oh yeah, we forgot about that. We agree that does make you a good citizen. Um, so yeah, having that whole class conversation was helpful to again getting them engaged and getting them ready to talk and put in the work. |
| Speaker 6: | Great. I'm my, Oh, my phone |
| [00:51:30]  Speaker 1: | That's here. These guys are texting me back up questions, which are really helpful though. Um, uh, okay. Um, tell me, um, let me just see if I've missed. Yup. Very good call. Um, tell me, uh, how did you move from sort of listening to sharing to Tut off? Here's the big, compelling question? |
| [00:52:00]  Speaker 4:  [00:52:30] | So students worked on their mind maps, and then we kind of shared out as a class. So that was all student led. And then I pulled them back together and I presented the compelling question just by saying, we know we have this civics test. We know that a lot of them had seen it before or heard of it before. Um, a couple of them had taken it already in the past. Um, and so we put up the compelling question and I kind of connected those dots for them of okay, all these definitions that you put of what makes a good citizen. Now, we're going to look at the civics test and you are going to work through deciding if you think that it fits these requirements or not. |
| Speaker 6: | Great. Maybe another take that. |
| Speaker 1:  [00:53:00] | Let's do another one. I thought that was good. Okay. Um, one of the things that I'm wanting to stay at the end is, um, you know, they essentially, they developed the criteria for what made a good citizen, and you did a really good job of saying, we're going to evaluate the civics pass and decide whether it helps meet their, the criteria that they developed. Okay. So again, we're going to start from, from the idea that they did these mind maps to the big reveal of the compelling question. |
| Speaker 4:  [00:53:30] | Yeah. So after the students constructed their mind maps and shared their ideas with the class, then I kind of pulled it back together and put up the compelling question and told them we're going to be using your all's definition of what a good citizen is. And trying to figure out if the civics test actually holds, um, holds up to that standard and those requirements. Um, and I made sure that the students knew that it was the way that they defined a good citizen, that they were going to be investigating. Um, so there's that it was putting it on them more. Um, and I think putting it that way helps to spark their curiosity a little bit more and phrase it in a way that you're going to be trying to investigate this and trying to figure this out as you move through the inquiry. Okay, great. |
| Speaker 1: | Um, I'm going to ask you a more theoretical question, which is the idea that, how does the compelling question, |
| [00:54:00]  Speaker 4:  [00:54:30]  [00:55:00] | Um, become an instructional North star, uh, in a, in a, in an inquiry? So the compelling question is it really is the central, like when we work through an inquiry, we always go back to that compelling question. It's really important for a compelling question to, um, not only be engaging and kind of spark curiosity, but to be rigorous and to have, um, to require some deep thinking. Um, and it's, you know, really through each supporting question, you can tie back your tasks that you've completed, or your formative tasks to that compelling question. Um, and you can kind of, sometimes I actually intentionally have my students do this is pause after one or two supporting questions. Think back to the compelling question, start piecing together. Where does this fit in? Um, what are you kind of leaning toward? Do you think that, where does your evidence lead you? Do you think this is making someone a good citizen? Do you think? Maybe not so much. Um, so it's really, it's the guiding purpose of the whole inquiry and it's important to make sure you're always reminding students of that. Um, or just that it's always up on the board in front of them. Um, and at any point in time, you should be able to ask for students, what's the compelling question, and they should know exactly what they're working toward. Great. Ma'am sir, you want to take a stab at that? |
| Speaker 1:  [00:55:30] | I think the compelling question is really the point where we go back and we say, this is what we're trying to figure out, and it doesn't have to matter, or it doesn't matter whether it's a right or wrong answer. It's how you come to your answer. And if you have the evidence to support that and it, it really makes it to where students can take the argument and make it their own, and they get to have some of that student directed learning |
| Speaker 4: | That we're really pushing for. Yeah. Okay. |
| Speaker 1: | I'm sort of looking for that was good. Um, I'm sorta looking for an answer to the compelling question. Um, idea that, |
| [00:56:00]  Speaker 4: | Okay, |
| Speaker 1:  [00:56:30] | So we're about to enter the formative work, right? The being slog, you know, and so compelling questions help provide a purpose for the big slog, right? So these compelling questions make students curious, they provide sort of direction for the inquiry, but they help to also reinforce the difficult, the work that you do within an inquiry is for a common good it's for a purpose. And that is the answer back. Yeah. Okay. Can we try that again? Yeah. |
| Speaker 2: | Alright. Okay. Alright. Okay. Wait, what's the, |
| Speaker 6: | Okay. So [inaudible] is a compelling guy. What is the purpose of compelling question? |
| Speaker 4:  [00:57:00] | So in an inquiry, the compelling question is the guiding light for the entire inquiry. Um, and I know as teachers, um, we get the question a lot. Why are we doing this? Why are we learning? This is this just busy work. Um, and in an inquiry having that compelling question, it gives you like an immediate answer to that question of students. Well, we have to answer this compelling question and we can't do that until we've worked through these formative tasks in these sources. So there's an end goal, and there's a reason for every single task that you're asking your students to do. Um, and that just, I mean, it gets them to respect and be more motivated of what they're working on. So. |
| Speaker 1:  [00:57:30]  [00:58:00] | Perfect. Alright. Now, Sarah, what I want you to say? So she sort of talked about the student side. I want you to talk about the teacher side. So my experience has been in my own teaching experiences, that compelling questions like back when there were essential questions that we, we like to talk about questions in education, but we don't always use questions in education. If that makes sense, we might introduce a question, but we never come back around and answer it. And the thing about an inquiry is that the compelling question is the North star that you pose a compelling question. And that question gets answered. It's not ornamental, it's not for flare. It's not more Cal bell. It's because, you know, students are at its function. I like to say that it's functional in an inquiry. So for a teacher, I think it also makes sure that your instruction is always calibrated to in, towards that compelling question. And I'm sure you agree with me. |
| Speaker 6: | Okay. |
| Speaker 3:  [00:58:30] | So the compelling question for teachers makes, gives you a starting point where you introduce the students to the question and the content, and then you're always reminded I have to go back and answer or provide answers or help to the students so they can, they can actually answer the question. And you're always going back to that. So it's a circle like you, you start with the compelling question, go to each supporting question, and then at the end you finally get to answer it and you wrap it up and it becomes that North star. |
| Speaker 6: | Perfect. There you go. Um, uh, okay. |
| [00:59:00]  Speaker 1: | So do we think we have enough on staging sort of a walkthrough staging? The compelling question? I think we sort of broke that apart enough |
| Speaker 2: | Is did we fully discuss how it's, how we end the, that section in the classroom? |
| Speaker 1:  [00:59:30] | Oh, that's a good point. We need to transition that way. So I think I'm gonna have you do it, Sarah. Um, so what I want you to say is something like, after you've staged the compelling question the students have bought in now it's time for the hard work, the formative work, um, or maybe not even the formative work, but the work that helps them build up knowledge sense. So I need like a transition point. So once you've saved the compelling question and they're sort of aware of the terms and, um, they're bought in now the hard work begins. Okay. So |
| [01:00:00]  Speaker 7: | Once you've staged the question and the students have learned what the definitions may have been, and they've started to get some basic ground work for that. Now the hard work actually starts with inquiries. Great. Perfect. All right. Have you tried center? Okay. |
| Speaker 5: | Okay. |
| Speaker 7:  [01:00:30] | So once you've staged your compelling question and you've defined those terms and you filled the gaps that existed in the, in the question, um, now the students have bought into it. Their curiosity is sparked and then it's time for them to put in the work with the supporting questions. |
| Speaker 1:  [01:01:00]  [01:01:30]  [01:02:00] | Perfect. Good. Okay. That's what the activity is. Yeah, that was smart. [inaudible] um, okay, so I'm going to keep with summer because that's the footage that we have. And so I really call this section, um, building background knowledge and, um, I'm looking at the inquiry and there's four supporting questions. So I think, I think correct me if I'm wrong, that when we came into your class, Sarah, you were basically doing, supporting question four where they were doing the March madness, which was, should the civics testing. No, you were doing what is the most important material on the civics exam? So we're going to, so maybe I'll start with you on supporting question one and two, how we thought screw it and then move to that piece. And I'm sort of wondering, like, when I think about, Maybe we have to say this because the blueprint is a blueprint for instruction, it's not the instruction. And so sometimes you have to make decisions on the fly. So it's not like you have each supporting question up on the board. You see what I'm saying? Like, I'm trying to figure out if we match this, the sessions question by question, or if we do something more, much more of an amalgam, I mean, I can see arguments for doing the clean work of |
| Speaker 1:  [01:02:30] | Let's just start. Okay. Okay. Alright. So, so support. So what I want you to do, um, it's first sort of describe the supporting, supporting question. One is what is on the civics exam and the formative task is well, or they have to take the civics exam. And so the source for this particular part of the lesson is this civics exam. So for the first part of building background knowledge, students were taking the exam, um, the civics exam. Um, |
| Speaker 4:  [01:03:00] | Okay. Okay. Alright. Okay. So the first supporting question in this inquiry after staging, the question is what's on the civics exam. So surprise what we have students do for that, for their task on that. Um, supporting question is to take the civics test and the source that we use on that supporting question is the civics test which we have in the, we have digitally on the digital driver's license. Um, and that's how we give it through our district. And so the students spend time on supporting question one, just taking that civics test. |
| Speaker 1: | Perfect. Um, so that was good. Um, so we have a lot of that footage, so maybe I'll have you describe, so as students were taking the civics test, what did you do? Okay, |
| [01:03:30]  Speaker 4:  [01:04:00] | So as students were taking the civics test, um, I just walked around and made sure they knew, you know, they're taking this for a passing grade with the disc or with the state really. And so I can't answer content questions, but I just had them, if you have any technical difficulties, if you have questions, raise your hand. Um, it needs to be completely quiet, just like, you know, basic, um, management instructions. And then I just kind of walked around, um, and had an, I kept an eye on the students and it was really trying to listen for what they were, what kind of reactions they were having verbal or nonverbal as they were taking the civics test. Um, and you know, some students just stay quiet, took it, but I did hear some students, you know, sighing or kind of pulling at their hair a little bit, um, because it is there. And the initial reaction was when they pulled it up and it was a hundred questions. They're like what, a hundred questions. Um, so, and those cues are really important cause it's, again, it's getting me to, and by listening to that, I'm getting a little bit of an insight into what they're thinking and what's going on in their mind. |
| [01:04:30]  Speaker 1: | That's great. Sarah, could you also describe that? Imagine you have your students take the civics task. What was that like in your classroom? |
| Speaker 7:  [01:05:00] | Uh, when my students took the civics test, um, a lot of them, the same reactions as in summer's room, they were like, why is it so long? Why do we have to take this test? And it'd be a hundred questions. Um, the other things, some students were like, kind of nudging each other. Like what, what is this? Where, where did it come from? I don't remember this. Um, and then as I was going around, I was seeing more of the, the, our roles of, I know that I know this answer, but it's just not coming to me. And so that helped me push forward to the next supporting questions. |
| Speaker 1: | Good. |
| Speaker 4:  [01:05:30]  [01:06:00]  [01:06:30] | Nice. Okay. That was good. You did the transition to fire. All right. So I guess we'll start again with you in supporting question two. So after they took the civics test, the supporting question, do you want me to feed it to you, right? Yeah. Okay. And you may even play a little bit with, we tripped, you made you take the test. Yeah. You can be fun. So, all right, go ahead. Okay. So after supporting question one, we moved into supporting question two. So they finished their civics tests. And then the second supporting question was, well, how did the class do? Um, and a lot of them were like, we have to keep doing work after we just took a a hundred question test. And I was like, yes, we do. Um, so then we, the way that they answered that supporting question about how the class did so on the platform that we use to give the test, we can pull up the class data with out any names. Um, and we can look at each question and see how many students missed it. And so from there, what we did is we just displayed it. And as a task, the students had to list what the top, most missed questions were on the, on that classes, um, data. And then from there, the students in their groups had to construct an argument for |
| Speaker 4: | Each of the most missed questions and whether or not they think it was crucial to making you a good citizen or necessary to making you a good citizen. |
| Speaker 6: | That's good. Um, |
| Speaker 4:  [01:07:00]  [01:07:30]  [01:08:00] | So tell me a little bit about how you facilitated, uh, two things. One is go a little deeper into, so the digital driver's license allows you to look at group data without names attached. And so I was able to project the results of the exam minus the students' names, and then we analyze it. So just maybe a little bit more detail on the detail. And so on the digital driver's license, the platform we used to give the civics test, um, I was able to project on the screen, the student data from that specific class, um, and students were able to see without any student names, each question on the civics test and next to it was the percentage of students who got it right. And percentage of students who missed it. Um, and that was really helpful for the investigation on supporting question two of how did the class do. Um, and even it was really cool cause we put that work on the students, you know, that's what we do as teachers, we analyze student data to figure out, well, why did they miss this? Um, how can I do better next time? And so that's what the students were doing. Um, they were analyzing their own data, so great. Um, |
| Speaker 4: | Sweet. That's good. Yeah, sir. Do you want to talk about that a little bit? Um, I think with, with the student data and like how they were able to look at it, I had them go a little bit farther to where they evaluated. Well, why did we miss this |
| Speaker 7:  [01:08:30] | As a whole? And it was right in that time where we were in a transition in the state with, with, uh, two different governors. And they're like, I don't know who the governor, like, what, what answer we're supposed to put because we had Steven Bashir before and then it had Bevin on there. So they, they just saw bushy are embedded and they, so they're like, there's a lot of these kinds of mistakes that we made and we know in the future how to not make those mistakes. Um, and then the thing that they like to do the most is to try to figure out, well, why, why did that matter? Why does it matter that I know who the governor is and it really helps to pull it together for you. |
| Speaker 4: | Right. |
| [01:09:00]  Speaker 7: | So what were you doing as a teacher while students were, how did you help them to analyze the data? |
| Speaker 4:  [01:09:30] | So we did one question together. So I wanted to make sure that they knew what it meant to see like in the digital driver's license makes it really easy because it puts the percentage either green or red. So if more than half the class missed it, missed that question, then it puts it in red so we can tell right away those questions we did not. So didn't do so great on. Um, and so I made sure to kind of model that for the students, with one of the questions and showed them how, you know, we hover over it and see what the question is. Um, and what the most chosen answer was. Cause that's also important to know, um, to understanding, you know, why they missed it. Um, so after modeling that I then had the students work in their groups to then move further into those conversations. |
| Speaker 4:  [01:10:00] | Why did we miss it? Is it important? Why is it important? Um, and then from there each group then shared out whatever question they were assigned of the most missed ones shared out to the whole class, what their thinking behind it was. Um, because like we said earlier, you know, there's no right or wrong and some people thought question two was important and some people thought maybe it's not so important. Um, but what's important is those conversations that happen around the student thinking to add to that? Um, I don't know. You said it all with, with |
| Speaker 6: | Hmm. |
| [01:10:30]  Speaker 7: | With analyzing the data and like showing them how to do it. I actually like sat down much like summer did, but I told them my thinking processes of going through and saying, okay, when I look at your data from your exams, this is, this is what's going on in my mind. And a lot of them would take that on, on themselves. Um, but I also noticed whenever, because they were broken down into groups as well. And when one group wasn't doing that, the other groups were saying, Hey, that's not how we're supposed to be doing it. And then they, they helped each other out as well. |
| [01:11:00]  Speaker 6: | Good. Um, mine's here. Hold on. Um, Sarah's classroom. Um, |
| Speaker 4:  [01:11:30]  [01:12:00] | Yeah, I can come in real quick. Just watch for a bit. So he doesn't interrupt. That was good. Thinking about my next question. Knuckle riot. It's so hot in here. I know. Sorry. My classroom's never this hot guys. Yeah. Mine's always freezing. It's also super humid today. It's been like, I'm just waiting for my natural hair to something like the extensions, not sorry. Oh, you don't have the things. Oh gosh. Darn right. So do you remember some of the questions that were some of the worst? Uh, uh, the questions that they got wrong? The most I have them in there on that, on my student work. Okay. So let's see if you can describe some, okay. I think what is the most missed question? It doesn't matter if it's true. I think one of the, I think one of the most missed questions that over like my two sections of civics, one of the most missed ones was, um, how many justices serve on the Supreme court? |
| [01:12:30]  Speaker 4:  [01:13:00] | Um, and I like, I think a lot of students miss that just because, I mean, their reasoning was that they thought it was just so specific and it was just a number. And then we had a conversation, like, is it crucial to know how many justices are on the Supreme court? And students made the argument of like, well, yes, if you're reading, cause we had just finished a unit on the judicial branch and talking about landmark Supreme court cases. And some students were like, well, if you're trying to understand, you know, if it was a seven two majority, then that's important to know how small of a dissenting, um, number of descending justices there were. But other than that, it, they argued, you know, it's more important. There was another question about what does the judicial branch do? Students argued? Well, that's more significant that we understand what the Supreme court does, um, and why Supreme court cases are so important and about the precedent they said. |
| Speaker 4:  [01:13:30] | Um, so yeah, that was one of the most missed wins in my class. Trying to think of others. One of my most missed questions was like that Tom frame of the civil war, like students seem to put the civil war way earlier than I actually happened. And I don't know, I don't know if they just feel like it's should be a lot further in our past and that it shouldn't be just 50 years away from world war II. I don't know how that, how that disconnect happened, but that, that was the most missed in mind. |
| Speaker 4:  [01:14:00]  [01:14:30] | I think there was also, there was another one that we talked about, but there was one in my class that was, I think it was either about representatives, house representatives or the Senate, and it was about the term limit. Um, and I think a lot of students missed it and the question was literally just how long does it Senator serve or something like that. And then the students, you know, when we talked about after the fact, um, is that important to know students said, well, maybe, but what would be more important is what is, what are the responsibilities of a Senator or a representative? Um, what do they do rather than just, or maybe just that they at least have a term limit rather than what's that number of years that they serve? Um, that was another miss most missed one. I think so a lot of the most missed ones were like specific numbers or, um, Spears States. Um, yeah, that was a trend I saw in my class, but yeah. Alright. That was really good. Good. Um, |
| [01:15:00]  Speaker 1: | Okay. So I'd like to transition to the next supporting question, which is, um, what is the most important material on the civics exam? Do we now need to switch to you, Sarah? Are we still on, so maybe say, you know, once, so once we were able to figure out what was on the civics exam and then how the students performed, we were then able to answer the third, supporting the question and then go into that. Okay. |
| [01:15:30]  Speaker 3:  [01:16:00] | So once we figured out what was actually on the civics test and what the most missed questions were, we were at, we're now able to say, Hey, what is the most important information on the civics test? And the way that I approached this was pre broke each group down and they reviewed those questions and they had to come up with five questions that they thought was the most important. And they ranked them one through five, once they were finished. I kind of surprised them with a quick debate because they're always wanting to debate each other. And we broke them down into brackets and each group argued for their top question and some questions were repeated and then they eventually got to the point that they had to argue with each other to see which group could make a better argument. And they seem to have a lot of fun with it. |
| Speaker 4: | Yeah. |
| Speaker 1:  [01:16:30]  [01:17:00] | Yeah. I remember that. So I'm in, how would you do that again? Not because that wasn't a great tape, but um, I want you to do another take just so we have options. I want you to talk about March madness brackets. So actually be real specific and you can get into nitty gritty detail cause we have some good footage of what was on the board. And we remember the students, you know, you could even get to the point where I had two students, Hey, Brian Lewis, how are ya? Good, good. I just yelled down the hallway. Right. But you weren't there. So Hey Ryan, how's it going? You, so we're going to finish this up. So, um, you could even say, you know, get down to the nitty gritty. Uh, you, I asked two students to pair up and stand up in the front of the classroom and the other students listened. You know what I mean? You can get in that kind of detail. Um, okay. |
| Speaker 2:  [01:17:30] | You remember any specific students or you remember any funny stories or anything that they said good arguments that they had, anything like that and jogging your memory? I believe it was the African American girl that separated there. And then one of the little skinny white kids argued. Um, I remember at the very end of it at the very end of it, two of them kind of put their heads together, one of the girls over here and then they get over there and kind of talked to each other to figure out what was the best argument. So we kind of got that conversation as well. |
| [01:18:00]  Speaker 1: | Okay. So, okay. So it's, it's illegal. What section? It was Olivia Smith and then it was Marisol. And |
| Speaker 2: | Was it skinny white kid? Was it |
| Speaker 1: | As first block? Aiden, Aiden, the age I was thinking it was probably Eden. Was it one of the ones that you pulled and then yeah, so it was eight. Oh wait, no, it wasn't like |
| [01:18:30]  Speaker 2: | Kinda, he's an awkward kid. Like, yeah, |
| Speaker 1: | It was sat with, it was, was Blake in here because he went to your room because he didn't like ever, I just watched that |
| Speaker 2: | Maybe you can maybe put some key and Peele in here |
| Speaker 1:  [01:19:00]  [01:19:30] | Clearly thought he was part of Mensa. I mean, he had a sort of an effect that he thought he was like really super smart. And the students looked at him like he was really super smart, but onward storm was it [inaudible] I knew who you were talking. Oh yeah. I remember now. Oh, okay. Okay. So, so what I want you to do is start from your starting place. So once the students, you know, uh, took the civics exam and then they evaluated how they did on the exam. Now it was time to, to really think about what was worthwhile on that exam. Okay. The way that I set that up was |
| Speaker 3:  [01:20:00] | Alright. So once the students took the exam on the civics exam, and then they analyzed how they did on the exam, we got to the important part where we sit down and say, what are the most important parts of the, this civics exam? And I broke E classes down into groups. Um, they were in groups of four, one, I think had one group of five in that class. And they write their questions one through five of the most important to the fifth most important question. And what they didn't know is that they're going to have to make an argument of, Hey, this is why this is the most important question for me. And in the spirit of basketball season, especially in the state of Kentucky, I pulled up the March madness and broke them down and paired, tried to pair up alternating questions for students. |
| [01:20:30]  Speaker 3:  [01:21:00] | Um, and once they got that, they could get up and they argued once we got to the very end, we had three groups of students or three, three students who came up and they were like, this is our, these are our questions. Um, two of them had the same question that was Marisol and storm. And they put, they were able to put their heads together and they argued against the other question of, this is the most important question, um, that gave them a little bit of a creative outlet and it got them thinking well, just because it's important to me doesn't mean that it's going to be important to them. Um, we did have a lot of input from the class, so I, while they were talking, the students weren't supposed to be talking to each other, they were supposed to have like, Devon like complete attention on them. |
| Speaker 3:  [01:21:30]  [01:22:00] | And then they got to decide who was the winner. And I think that was the most fun part. The thing that they had is they're like, well, you know, yeah, your, your argument is great, but they made a better argument. And that was perfect. So let's talk about making arguments then. So in order to make an argument, they had to make a claim that was supported with evidence. Right? I want you to say something like that. And then the evidence they used was, um, so in order to stand up and make an argument in front of the class, they had to create a claim and then had evidence that they could back it up with. I gave him about five minutes, so they could actually pull in either outside sources, stuff that we'd covered in class or their own opinions, as long as they were school appropriate opinions. And they use that to back up what their, what their opinions were |
| Speaker 5: | [inaudible]. |
| Speaker 3:  [01:22:30]  [01:23:00] | Okay. So what were you doing while students were doing this? Uh, so while the students were doing this, I was kind of like the, the moderator, um, made sure that everybody was respectful, made sure that Tom was kept because if these, these guys, they can talk for forever, if you let them. Um, so I gave them strict timelines and then if they didn't meet, like, I gave them 60 seconds. If they didn't hit 60 seconds, then I would prompt them and give them, Hey, what about this? So I kind of gave them a little bit of leeway and maybe a little bit of push with some evidence. I asked the moderator. Did you decide who won the debate or did the students, but as the moderator, I did nothing with deciding who won between the debates. That was all student led. We took a vote and we counted the one that got the most, |
| Speaker 6: | The one who won. Okay. Alright. Um, what did you do as a lawyer? What, what was the, what was the resolution of like somebody who won? Well, |
| Speaker 3: | The, the like final winner, they got chocolate |
| Speaker 8: | [inaudible] |
| [01:23:30]  Speaker 3: | And they got bragging rights. Right. Okay. So tell me that again and look at me. Not at that. Okay. Yeah. Okay. So once the debate was over and we had our final winner of the class voted on, this is the most important question based on the argument, the, that group was awarded with chocolate, and then they had Bri bragging rats for them, |
| Speaker 4: | The rest of the time for winning. Okay. |
| Speaker 1: | Um, do you remember what the winning question was? |
| [01:24:00]  Speaker 3: | It was the founding principles in the declaration. Okay. Start again by saying the winning question was the winning question focused around the founding principles that are in the declaration of independence. |
| Speaker 6: | That's great. Um, |
| Speaker 1:  [01:24:30] | Thinking about having summer do that, but I don't know if we need to, right now she could interact with it. Yeah. That's what I was thinking. Like we bounced back and forth so summer, um, did you didn't even do anything similar? Did you? I didn't. Do |
| Speaker 4:  [01:25:00] | They did the sorting on the board with the like Gabon board. Yeah. And then they, they were in groups. I divided like each group got 10 questions, they sorted them. And then they had to argue, instead of they had to list their five top, most important ones, but then they had to argue for their most important and they had to argue for their least important rather than like the lowest important question ever. |
| Speaker 1:  [01:25:30] | Have. We have footage of that, but I'm wondering if it's going to get convoluted in the story, whether we should just stick. Cause yeah, I think we should just say it's really good footage. Yeah. Yeah. Okay. So let's just keep with that. Um, I think let's take a quick, so let me ask you this fact finding thing. Um, so how did you guys come to final argument? Was that your final argument piece before they moved to action? If I remember it, that was how they, you sort of truncated the summit of argument and sort of supported the formative task three became they're arguing. |
| Speaker 3: | Yeah. So they took that and then I used the same outline that summer used, but what they did is they filled that in, after they had created their, their argument. And then that gave them the opportunity that they could add more info after that, after we |
| Speaker 1:  [01:26:00] | Had done that. Okay. Let's start again. And I want you to tell me that story. So from, um, so, so how did you, um, how did, what |
| Speaker 4:  [01:26:30]  [01:27:00] | Did, how did you see students moving to final argument for the final argument? Um, students took an outline that was created by summer and they took the argument that they had for their most important question. And then they like kind of develop that into, well, this does make us a good citizen, or it doesn't make us a good citizen and just followed her out long. Um, and then they use that later for their taking informed action piece. Um, so summer describe the outline that you created for having students on the side of argument. So the outline that I created for the summative argument piece of the inquiry was an outline that I use really, anytime I'm having students outline an argument. Um, and it's really easy to just make it work for any inquiry. Um, because you're asking students to do the same thing, just for a different question. |
| Speaker 4:  [01:27:30] | Um, they had to write their claim and then they had to introduce their three pieces of evidence and then, or three supports. And each they outlined each support with a specific source that we found in the inquiry. So they were getting to work with constructing their argument, but also putting in specific sources, um, from the inquiry so that it all did tie together. Okay. So describe that again. So, and what I want you to hear is students finally, um, what I want to hear is that students were able to students constructed their argument in response to the compelling question. Does the civics test make you a better citizen by doing an outline in response and then describe it? Okay. So students constructed their argument at the end, in response to the compelling question, can the civics test make you a good citizen by constructing an argument outline? |
| [01:28:00]  Speaker 4:  [01:28:30]  [01:29:00] | And the way that I had them do that is I literally gave them an outline with lines on it, just to, it was very explicit and I had the students write their claim with introducing their three supporting reasons for that claim. And then I had them outline each support each of the three supports with a specific piece of evidence from the sources in the inquiry, um, that could then support their argument further. Um, so there was a very clear connection that each of their opinions had to have, um, some textual evidence to back it up. Great. Why did you choose, or why do you choose outlines over sort of narrative five paragraph essay? So I choose to generally do outlines, um, rather than having students write a whole essay and I've had students write more in depth before, however, I lean toward an outline because it makes it really easy for them, especially when they're learning, um, how to construct an argument and have that evidence it's very explicit and it's even easier for me to give feedback that's direct when I see their outlet. |
| Speaker 4:  [01:29:30]  [01:30:00] | And I say, well, how does this evidence, or how does this support really back to your claim that you made in the beginning? Um, and as they're learning how to be better writers, um, that's so important, um, because you know, the other stuff they can add later, but what's so crucial is those claims with evidence and reasoning. Um, and then the cool thing about an outline is as they get more comfortable with it, it doesn't take that long and then I can give them feedback and then they can turn it into a different sort of source. They can turn it into a podcast, they can turn it into a video of sorts. They can just have a verbal argument with students in middle class. Um, we've turned it into a Socratic seminar, so it just makes it very explicit. And that's why I choose to do argument outlines in class. Good, good. Perfect. Um, do you either, if you remember how students responded to the compelling question, do you remember what their arguments were? |
| Speaker 3:  [01:30:30] | Uh, some of our students with the compelling question, they were very like strong in their opinion that no, just because we know these answers to these questions, it does not mean that we're good, a good citizen. They said that you could be the smartest person in the world. I know all of these answers to these questions and then still not, not be a good person or a good citizen. And I've thought that the way that, that outweighed the people, the students who thought that yeah, it can make us a good citizen was |
| Speaker 4:  [01:31:00] | Really important to see same. Yeah. I noticed for my students, a lot of their responses and arguments in response to the compelling question of can, the civics has make you a good citizen. A majority of them responded. No. Um, because whenever we looked back at their staging, the question and what makes a good citizen, a lot of it was surrounding taking informed action, being informed, um, you know, respecting diversity and I broke the camera. [inaudible] |
| Speaker 9: | Okay. |
| [01:32:00]  Speaker 4:  [01:32:30]  [01:33:00] | You mean about the way I had my students construct their argument. Okay. Well speed, speed, and speed. Okay. So summer talk to me a little bit about the summit of argument and the way in which you had your students respond to the compelling question. So I had my students, their summative argument in response to the compelling question, can the civics tests make you a good citizen? I had them construct an argument outline. And so the way that I did that, and I pretty much use the same layout. Anytime I have students construct an argument in a line. Um, and I literally give them a piece of paper with exactly where they put their claim, where they put their evidence and their reasoning. Um, and the way that I structure it is they've got to write their claim and introduce their three supports for their claim. |
| Speaker 4:  [01:33:30]  [01:34:00] | Um, and then they have to explain each claim or each support for their claim in a full sentence. And then for each of those supports, they need specific evidence from the texts that they use in the inquiry that we just completed. Um, and so the reason that I like to do that is because, you know, part of inquiry is, um, learning how to construct your thoughts in your argument in a, an effective way. And so having them do it very explicitly helps me give them more direct feedback. Um, and then from there they can build on that, um, as we move forward throughout the year. Great. Excellent. Well done. Um, what are you, what are things that students struggle with when, what, what were specific things that students struggled with in this inquiry in terms of their argument, students struggled in this inquiry and this tends to be similar. |
| Speaker 4:  [01:34:30]  [01:35:00] | Anytime we implement an inquiry and, um, for a lot of students it's new. Um, so a thing that they struggle with most, I think, is using specific textual evidence to directly support their claim. Um, and so getting them to kind of draw that thread is really important. Um, and like I said, when they do the outline, it's easier for me to see, do they have that direct connection? Cause once they build that, they can add the explanation, um, from there. Um, and so I think, yeah, the having specific textual evidence that directly supports their claim is where students struggled the most and they're they're 10th graders. So, um, they're still just learning, writing arguments. Um, but, but I definitely see improvement and inquiry is a great way into almost tricking them into learning how to write, um, because they're not really thinking of it as writing. Cause it doesn't always have to be writing. Um, sometimes they do write an outline and turn it into a podcast or a video or just a verbal discussion. Um, yeah. |
| Speaker 1: | Great. Do you have anything to add to that, Sarah, about what places that students are really challenged in argumentation, |
| Speaker 7:  [01:35:30] | Places that students are like, that they struggle with creating an argument is usually the, this is my opinion. And then this is how I'm going to back it up with the facts. Um, it's almost like they, they think that their opinion doesn't like they can't back up their opinion with what somebody else has proven to be the case. And so getting them the confidence that they need to use. Uh, and then the other thing, especially with this inquiry is like the first supporting question. They just had the questions from the civics test. They didn't have it wasn't a speech or it wasn't something directly that they could pull facts and stuff from to support their, their claims. They just had to make those connections on their own. |
| [01:36:00]  Speaker 1: | Okay, great. Um, good. Okay. Um, how did students do, if, if you can remember, um, how did students do on their arguments? |
| Speaker 7:  [01:36:30] | I think with the March madness arguments and the completed work that I saw on the outlines, they did pretty well with them. Um, a couple of them struggled with coming up with three pieces of evidence, but they were still able to at least give two to two really solid and strong. |
| Speaker 4:  [01:37:00] | Yeah. Yeah. I would say mine was, my students had similar issues. I think that they, by the end of the inquiry, they really knew where they stood. Um, in terms of the civics test, making you a good citizen, but they struggled to articulate three separate, um, pieces of evidence or reasoning for that claim. And, you know, I don't think that that's, I mean, I, I always expect at least three pieces of evidence and reasoning for their claim, um, just as a rule of thumb. Um, but it is a huge success that they're at least even able to articulate their claim with an understand how to connect some piece of evidence to that. Um, and that's a start and so better that we experienced that and then can move forward from there rather than just, you know, either taking it all as a whole or just not even trying. So great. |
| [01:37:30]  Speaker 1: | So how do you, um, how do you define taking informed action described the role of taking informed action in an inquiry |
| Speaker 4:  [01:38:00]  [01:38:30] | You want to, I can, I can start and then you can, yeah. Um, the taking informed action piece in an inquiry, I see as the, really the, why does this matter? Why are we learning about this? Um, and cause students, especially in high school, they want to know every time they learn something, why what's it gonna do for me when I leave this classroom? And so that taking informed action piece is explicitly showing them, look, you can do something. Um, and it's giving them that safe space to be able to learn the skills in taking informed action so that when they do graduate, um, they know that they're able to do that. And it really, when we define what does it mean to be a good citizen, especially in this inquiry. Um, we talk about, you know, learning, going to school, learning things and then doing something with that. And so it really gives students an opportunity to see that being put into play. They're taking informed action step in any event, |
| Speaker 7:  [01:39:00] | Inquiry is the part where it makes those modern day connections and so much with social studies and especially in the areas of like world history and things like that. People are students that are like, this doesn't matter to me, this doesn't pertain to me, but whenever we put it in that aspect, it gives them a voice and it gives them that general connection that says, Hey, this actually does pertain to me. It pertains to the modern world and it really helps to let them blossom |
| Speaker 1:  [01:39:30] | Their ideas. Great. So if you could, um, so the way that I define taking informed action. So usually what I say is taking the form action is broken into three pieces or three steps. I say, uh, the first step is understanding the problem. The second is assessing what someone can do on that, with that problem and then, or what can be done about that problem. And the third is then acting. Um, but the idea is that you understand and assess before you ever take that action. So I just want you to repeat that back to me. So I get it on film without me saying it. Okay. |
| Speaker 4:  [01:40:00] | So there are really three big pieces to taking informed action. Um, those three things are understanding some issue, um, assessing that issue and then taking that understanding and that assessment and then actually acting upon it. Um, and so that way students are understanding and assessing before they're even doing anything with it. Um, and that's going to help just give them a stronger voice when they do take action. So yeah, Sarah |
| Speaker 7: | Say, so with this, |
| Speaker 1:  [01:40:30] | For you, the way that students understood the problem is they studied the civics task and sort of evaluated how they did. And then they assessed whether the civics test had merit and then, and only then did they take action on it, but where they were able to, um, and then you can talk about the action that they did. So sort of take that and then apply it to this particular ring. Okay. All right. So |
| Speaker 7:  [01:41:00]  [01:41:30] | With this inquiry, um, students, they, they took the actual civics test. They understood what it was. They got that information, then they're going to assess, well, how well did I actually do on this X, this the civics test. And then they came up with the merit of the questions on the civics test and whether or not it, the civics test can make you a good person or a good citizen. Um, and then they get to the final step of, well, now we're going to create something, whether it be a letter or a podcast as we've used before and making an informed decision and sharing that with either their peers, their adult counterparts, whoever it may be. And in this inquiry, what we did was the students wrote a letter to our, one of our Kentucky representatives, Andy BARR, and they had to argue, well, do we need to keep the citizenship test? And is it actually, or can it make us be good citizens? |
| Speaker 1:  [01:42:00] | That's good. I'm gonna have you do it again. Um, no problem. Um, so this time, cause I think what you're trying to do is describe, understand and assess, and you don't need to do that. All I need you to do is talk about what did they understand? So in order to understand, you know, um, so when students, so maybe something like this when students took informed action in ms. Inquiry, they understood by taking the civics class, understanding what was on the test, they assessed by evaluating whether it was worth knowing. Um, and then we had them act by making a decision to write a letter to our liberal congressmen and blah, blah, blah, blah, blah. Okay. All right. |
| Speaker 7:  [01:42:30] | So with this inquiry, um, that students have the opportunity to understand what was on the civics test. And then they assess the validity of the civics test and we had them go one step further where they take informed action. And they sent a letter to the local representative, arguing with Ken, Ken, the civics test make you a good citizen. |
| Speaker 1:  [01:43:00] | Great. So when you have been do the letter, could they write all students had to write the letter, but they could answer the letter differently, right? So some students said, yes, the civics test makes you a better citizen. You should definitely keep that test. Or alternatively, no, since test does not make you a better citizen. We need to jettison that, that law or third, maybe they saw the merits in both positions and articulated that in the letter. So what you're sort of deep dive into the letter part of it and tell me the options that students had and how that played out. Um, |
| Speaker 7:  [01:43:30] | So with the letter to the representative, I did not give students a strict structure that they had to follow. I let them choose whether or not they supported it, um, or they were against it. And I also had them answer one further question of, well, should we continue to give the exam for future students? A lot of students said that, no, it doesn't make us a good citizen, but that we should still know that information because we live in a society where it's, it's pretty important. We know |
| Speaker 3:  [01:44:00]  [01:44:30] | These basic principles and things. Um, another student page, she suggested that we actually add stuff and then take away those more factual, like super strict dates and super strict, um, numbers and things like that and add more principles to it. And so it's more like the, we understand the broad context, but then we don't need the super strict stuff. And then other students, they just flat out get rid of it. I don't want it. We don't, we don't think it makes us a good citizen. And so those were the three options that I saw a lot of great how students respond to taking informed action. Some students respond really well to taking informed action. They may like they see their parents take informed action, you know, whether that's through voting or calling representatives or their congressman's, um, other students they're like, well, it doesn't, it doesn't matter to me. I'm not going to do that. And they kind of they'll pull back and they, |
| [01:45:00]  Speaker 4:  [01:45:30]  [01:46:00] | They like pull into themselves. Yeah. I would say students respond to taking informed action in different ways in different inquiries. So every student is going to have something that they're passionate about or that you spark them to be passionate about in a specific inquiry. And, you know, maybe one student wasn't as, um, didn't feel as personally impacted by this civics test inquiry. And so maybe this taking informed action felt a little more tedious for them, but continuing to do that, the next one might be regarding, um, voting rights in the United States. And maybe that's something that they, that hits really close to home for them. And so then that's going to give them that opportunity to use their voice on something that they personally care about. Um, and you know, you're always gonna have some students who are really excited about one topic and less excited about a different one. Um, but the idea is that you're giving opportunities throughout the year, um, for students to get to use that excitement and use that passion, um, and have a voice. |
| Speaker 5: | Yeah. Good. So move to debrief inquiry. Alright. |
| Speaker 3: | So what would you do differently if you had to teach a single Cory this upcoming year, what would you do? |
| Speaker 5: | Uh huh. |
| Speaker 3:  [01:46:30] | For the, if I, if I do this inquiry again, one thing that I would do differently is instead of just a letter to a Congressman in the taking informed action part, I would probably give them more opportunities or different routes that they could go. So maybe one student aid doesn't like to write, so she's going to do a podcast or an informational pamphlet or whatever it may be that is still distributed and other people are going to see that's one thing. |
| Speaker 4:  [01:47:00]  [01:47:30]  [01:48:00] | I think something that I would do differently with this inquiry down the road is, um, the staging of the question. I think it was so important to have the conversation around what makes a good citizen, but I felt like in my class, I think I could have done something like find a video or something that was either had some form of comedy in it. Um, just to hook them into like maybe examples of people not knowing this kind of content, um, and then, then hook them they're okay. But we'll then what would have made that better? Um, and so I think, I think having something more, more of a hook in that staging, I wouldn't get rid of the mind mapping. Cause I think that was really important to always go back to, but I definitely think, um, there are so many more opportunities to make that staging a little bit more exciting and engaging. Um, and they're always going to be after the fact you always in teaching, you always think of, Oh, I wish I did this and you find something a week later and you're like, I could have used this. Um, but we have next year. So that was great. Um, so what would you do the same? What are you like that I, that killed well? |
| Speaker 7:  [01:48:30] | So, uh, one thing that I'm going to do every time I use this inquiry is what summer said, you find a video or a hook or something. And the one thing I did was fun. The Jimmy Kimmel clip, where he's going around on the street and asking these questions, basic questions that are on the civics test and people don't know them. And the students they're like, are we as a society? Are we not able to answer these questions? And that made them, it gave him a little bit of a drive to answer those questions and get them right. |
| Speaker 4:  [01:49:00] | Yeah. I think one thing that I would, so that supporting question four about, um, you know, what's missing from the civics test, I had students instead of just saying, Oh, there should be something about this topic. I had students actually write questions. Um, and they really liked that because it was something that they were creating that could actually be used. Um, and I think I would definitely continue that down the road and maybe even embedded more into the taking informed action piece of like, Hey, uh, Andy BARR, our representative, we think that we should change these things. Here are some suggestions. Um, that's something I really liked and I would, I would definitely keep down the road. Um, what is a good like ending question, |
| [01:49:30]  Speaker 10: | Zoom way out to like inquiry. What do you, where are your students with inquiry right now? Couple years in here. Yeah. What do you think it's doing for them? Yeah. |
| Speaker 4:  [01:50:00] | You made for your students. I think inquiry for my students, it's giving them a voice. Um, and it's just that simple and it may not be a voice that's, you know, they may not feel like they're changing the world or, but it's giving them a voice and it's normalizing them, giving their opinion with evidence to back it up. And I've had students come back to me and say, um, I've never felt like a teacher has given me a voice before. Um, and it's like, it's amazing because you're putting the work on them and then they're realizing that, you know, it's actually helping them out and it's um, so I think, yeah, inquiry gives students a voice and I think that's so important. So yeah, |
| [01:50:30]  Speaker 7: | I think inquiry gives students, um, the foundations that they need to create their own opinions. Um, a lot of times students seem to follow parents opinions and things like that. And if we give them a summer with saying their voice, then the inquiry gives them all of the, the building blocks that they can use. And this is, cross-disciplinary like th this isn't something that is just for social studies. This can be for any aspect or part of their lives. And I think that's |
| [01:51:00]  Speaker 1: | Very, very important. Great, good, good. Anything. Um, one thing that just occurred to me is, um, taking that and then wrapping around this specific inquiry and saying, you know, this inquiry was good because, or this inquiry is great because it took something like something I was thinking about is it takes something that sort of, um, trended, dreaded and tries to turn it on its head makes it interesting for some reason. Yeah. So go ahead and tell me a little bit about that. So this inquiry in particular, |
| [01:51:30]  Speaker 4:  [01:52:00] | Okay. This inquiry is so great, um, specifically because it takes something that students are not excited about, um, that, and that's something that's, you know, required of us to do by the state. It takes that and it makes it interesting and it turns it into something that you can investigate, um, and, you know, assess and form ideas about how we can make it better. Um, and I think that's showing students that they can take something so that's required of them and actually say, well, why is it required? And should it be, and how can we make it better? Um, that's so important to getting students a voice. So, yeah, I, |
| Speaker 7:  [01:52:30] | I think that this inquiry is, is really good for students to be introduced, to inquiry it. It gives them, as summer said the ability to assess and to understand their, like the background knowledge needed, but it also pushes them to, to create those arguments and to create a thing, claim something that they may be completely new to. And it's not one that is going to be extremely difficult and it's even for teachers, this is a good one to really start to get your feet wet and learn. This is how I can make the inquiry mom. |
| Speaker 6: | Good. Good, good. |
| Speaker 1: | Uh, anything else? |
| Speaker 6: | Good. Good. Alright. |
| [01:53:00]  Speaker 1: | So yeah, we're starting to wear out, literally do two things. One thing before we go is to get both of them sort of play grading these as B roles so that you can so that when they talk about the argument, like we have footage of what she's talking about in terms of the outline. Okay, cool. And then I think |
| Speaker 6: | Was rap. Okay. Alright. So I'll let, y'all set that up. |
| Speaker 1:  [01:53:30] | Do you want us to do that in here in Ryan's? Well, I think we're probably going to get, if we need Sarah doing it, we'll do it in this classroom. Or do you think it matters because if we do it as a closeup. Okay. Yeah. Okay. So, so I pulled out a 10 out of 10, um, which I think that's a good one to start with. |