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| Speaker 1:  [00:00:30] | I'm going to run this as if we were actually talking about this as best as I can. Okay. So, um, so this year, a lot of the stuff that's come down from the state, you know, uh, has been to adopt these new standards. One of the things I think we struggled with over the past two years is really defining like inquiry and what it looks like for our department. Um, I've talked to a lot of different teachers about their way of doing it. And there's, there's really, while there is a roadmap, there is not just a perfect way of doing it. And so what I think would be good for our department is to talk about some of the things that they think are going to be hard for us this year. Um, so, uh, Michael, if you don't mind, um, I'm going to ask you to write a few things down. Um, if we're thinking about like the challenges to inquiry, uh, this year, what do you think are some of the roadblocks either our students or teachers might run into? |
| [00:01:00]  Speaker 2: | I think one roadblock for our school in particular could be the schedule. We currently have the alternating eight AB day block schedule. Okay. I'm trying to get entire inquiry either into one block, or you might spread that over a particular amount of time without losing interest or having to go back too much. |
| Speaker 1: | Do you think that, cause I worry about that too. Do you think it's the it's the time or the alternating nature of the actual schedule? |
| [00:01:30]  Speaker 2:  [00:02:00] | I think more of the alternating. Okay. I see the Monday and I don't see them again until Wednesday. They may lose their place and I've encountered that issue this past year. And I think I agree that it is the ADB day cause they lose that momentum, but something that I've kind of tried to do and it's not perfect. And I wonder if you have suggestions of like how to make that transition better is I, especially depending on what class it is and the level they are and how, how capable they are of hanging on to those thoughts. Um, after not seeing me for two days, um, is I've tried to have, you know, maybe on Monday we get their supporting questions, we stage it, we get there supporting questions. One and two let's say is at the end of that day, trying to make time, you know, five or 10 minutes at the end of class to sit down, look at what we've already completed and put it in the context of our compelling question, kind of like almost a, the argument piece, but taking a pause in the middle to kind of tie it together. |
| [00:02:30]  Speaker 2: | Um, so that we have something or organizing their thoughts for their arguments so that when they, after they go through the rest of the supporting questions and they have something to come back to sure. Of just kind of their thinking and the tasks serve as that in themselves. Um, but I think that time apart, it hurts the process of connecting the supporting questions to that bigger, compelling question. Um, so I don't know if you've found ways to do that better in your classes or, um, |
| [00:03:00]  Speaker 1:  [00:03:30]  [00:04:00] | You know, I think it just really depends on where your students are. Um, I like the idea of, you know, having, you know, on starting and ending your class on, you know, we have 85 minutes or whatever. Um, looking at that compelling question as kind of our, our focus, um, I I've done different things. Um, but actually I heard you talk about that once we did it with your, um, uh, world at war class and then I started doing it in mine. So I think that really helps like keeping that compelling question and focus. Um, and it does a better job of at least for me than saying like, Oh, remember we were talking about, you know, we're, we're one last class we're going to keep talking about world war one, this one, it was good. It took it, it made it easier for me to say, remember, this is the question that we're after. Um, so I don't think there's a, there's a silver bullet for that, but I like that idea. I think it's something that, um, it would be easy for a lot of students to remember. Oh yeah. The question. Um, so we've got, I mean, obviously our schedules is issue are where are you all at is feeling like just as teachers about doing some of this full time. |
| Speaker 3: | I think the timing goes back to doing it full time. Like how are we to schedule our units around our, our schedule? Like, do we take the compelling question and like run it all the way through the unit and then get to the very end? Or how, how would that eventually work? Yeah. |
| [00:04:30]  Speaker 1:  [00:05:00] | I worry about that too. Um, I think that it changes the way we plan a little bit more. I think it makes it more intentional, but at the same time, I think it's really, really challenging. Um, okay. Um, I I'm personally, I personally still worry about just time, like the amount of time it takes for students to work through information and for them to be somewhat competent about it. Um, I don't, I don't know your last school. Did you have a lot of experience, um, with implementing a full blown inquiry or were you able to do that on a regular basis? The times when I did it as I did one with electoral college that I created productive spots class, it was nice cause we had 50 minute classes. So I could kind of do you know, between the Bellringer and wrapping up a class, maybe with the discussion one compelling question a day, which kind of fit nicely. |
| Speaker 1:  [00:05:30]  [00:06:00]  [00:06:30] | And if you start on Monday and you come in on Thursday or Friday, depending on it. Yeah, it worked out really well because it was just straight through and that was very helpful. Whereas like, like summer has noted that when you have two days, you know, Monday, and then you don't see him until Wednesday. If I have, when we did testing and I miss the kids for the act one day, we spent 20 minutes on Wednesday kind of picking up where we left off, which is just trouble with the block scheduling versus just going straight through. Um, but do think revisiting that compelling question over and over, I also like the idea that at the end of every day kind of mini answering the compelling question based on the sources for that day. So they could see how their mind changes when they're exposed to more information. Yeah. So like those are, I think those are all like, kinda like structural concerns. Like, you know, if our schedule was perfect, if all of these things aligned, I guess my next question is this is more like a, on a personal level. Is there, is there something in particular that, that scares you or are you apprehensive about with just inquiry based learning? Like just in general? |
| Speaker 2:  [00:07:00]  [00:07:30] | Yeah, I think for me, um, and like every class is different. So with some of my classes, I've had to be more intentional about setting up or getting my students comfortable with working with sources. Um, and every inquiry has a different, you know, level of sources. And so I know we worked last year on differentiating our sources for our classes. Um, and I think that being able to have that readily available, um, cause it takes time to, you know, modify sources as needed for our students. And so I think, and I think that's just going to come over time is maybe eventually we'll just have a bank of our sources that we've modified for our, um, collab classes or our AP classes or whatever our students need. Um, but I think that's one of the hardest things like instructionally that I've run into. Um, that's hard to predict for before you plan for the whole year and that you kind of have to know your students and where they're at and um, it just, it's just time consuming. Um, and you, when you have students in one class at so many different levels, um, finding that balance, it's definitely possible. It just takes time and you have to be intentional. So that's something that I, that I've run into. Sure. Yeah. |
| [00:08:00]  Speaker 1:  [00:08:30] | One of the big challenges I've found is especially with your AP or your honors classes, maybe not so much, but with the radio classes I've taught is kind of the redundancy of looking at the same type of sources over and over. And so kids say like we've analyzed three documents today and we analyze three documents, you know, Monday, like when are we going to do something else? That's a little more exciting and some things it's easier, right? Like obviously in the 1950s onward, it's easy to find plenty of different sources. But if you're looking at something from the 1,415 hundreds, there's only so many, so many sources that you can actually use that you still have with us, which creates a struggle. But I think that's, I've encountered that too. Um, I think that's where we have to trust ourselves a little bit as teachers to say, you know what, maybe, maybe we're going to look at one, one source today and that's it. |
| Speaker 1:  [00:09:00]  [00:09:30] | And we're going to use that to help inform our other big discussion. I mean, there's nothing, there's nothing. I, if anything, I found out that this is actually as, as flexible as you want it to be. Um, and as a teacher, like, I think it's good that you honor your own expertise because otherwise this isn't, this shouldn't be like a prescriptive thing that I want to see the exact same thing in your roles classes. Um, when I was listening to you all talk yesterday about ranking, all the stuff that you were looking at, I was like, that's like, I loved that because it was a very different take on, I'm just going to read this and then just tell you what I think. Um, so like, um, like I think that can be, that can be kind of daunting. Like Sarah, what's the scariest thing about this stuff for you? |
| Speaker 3:  [00:10:00] | For me, it's probably just where I haven't taught a lot of sources, um, because I've, I've re read them myself, you know, and making sure that the younger students are familiar with them and can actually access and understand those sources. Does that make sense? |
| Speaker 1: | Yeah. Yeah. I think source work is, uh, |
| Speaker 3:  [00:10:30] | Source work with the freshmen has been an interesting hurdle to tackle. Um, but I agree. I was going to say almost the exact same thing with the differentiation, um, and even more so differentiation between the types of sources. So trying to find, um, something that isn't strictly text, we did one on the French revolution and we were able to find a few graphs and some political cartoons, but that was really the only difference we could find. Because again, you have the issue of the time period. And like |
| Speaker 2:  [00:11:00] | Some of that I think is just going to come with time and just, I mean, there are so many sources out there and diverse sources out there. Um, and I think when we're kind of like rushed to put something together out the first source, I find that fits under that supporting question, you know, I might jump to using it, but maybe if I had more time or if I talked to some other teachers who have done this topic before, maybe there is a different source out there that I just haven't found. Um, so I think a lot of that is just going to come with with the time, but there there's so much out there, so yeah. |
| Speaker 1:  [00:11:30] | Yeah. Well this, this might be a good place to go to move to the next part because I, um, I wonder then if you can maybe like draw a line, a line under that and maybe put goals, um, cause I don't, I don't want the goals to be totally different than, um, now draw smokes. |
| Speaker 1:  [00:12:00] | So you and I talked the other day a little bit about just like department goals. Um, and we both talked about how important our PLC structures are. Um, but what do you, so knowing that we are actually going to have an assessment that is going to include words like compelling question and inquiry and claim making and arguments like, um, and we still don't have a lot of like test items or anything to go on. Where do you think that you all, where do you all think we need to go as a department? Like what are some things that we think we should, we should be accomplishing this year? Um, and that, that, that is a, at least a, not a big change, but change from what we have been doing. And you can think, think about that. You don't have to answer immediately. Cause it's kind of a loaded question. |
| [00:12:30]  Speaker 2:  [00:13:00]  [00:13:30] | I think that when we think about like backwards design and we think about, you know, we, we need to know how we're assessing our students and what we're assessing them on. And then we develop our instruction. I think that we, you know, this past year we set goals of like, let's implement one inquiry a semester, um, and just kind of get our feet wet for some of us who haven't done it before. And then I think for me, something that felt a piece that was missing and that I think that we should start to focus on this year because we do know that students will be assessed using that language and such is modifying our assessments this year. Um, and you know, we can start small again, having two of our assessments, two of our common assessments for PLC a semester or something implementing certain, um, guidelines that will fit the type of assessment that our students might see. Um, so I think that might be a goal that we want to set is just looking at our assessments, our common assessments specifically, um, so that we can start to see where our students are at because you know, I've been able to assess when my students create an argument outline. Sure. What that looks like, but I don't know if I'm expecting the same argument outline necessarily as Sarah is. Um, yeah, so I think that's something that would be, uh, a good next step for us to take. Sure. |
| Speaker 1:  [00:14:00] | I think, I think that's, I think that's spot on. Um, I don't think, I think cause assessment forces you to, you have to do it like we have to do it because it's part of our assessment. I think if you all say, well, this is, these are the things that we're going to assess on. Then I think that at least forces us to say, well, if nothing else, I have to do it because my PLC said we're assessing. Um, and I know sometimes that's like harsh, but at the same time, it's like, well, this is what we decided. It's not really, um, it's not really like one person telling everybody else what to do. Um, that's good. What else do you all think? |
| [00:14:30]  Speaker 4:  [00:15:00] | Would you repeat your question again? That was great. That was all I needed. That last one was golden. So, um, I think ahead and start brainstorming, Michael can sit down for this scrolling up on that. [inaudible] can you run me through if you do, so this is a chance for you all. Let's just say, it just seems like a lot of trips when I'm talking to you or thinking, how, how do we start with inquiry at the beginning of the mirror and what CS white protest. Right, right. So, um, you know, just distributing the book. So it looks like we're using [inaudible] going on right now. You can see we're going deep in the heart of IDN. |
| [00:15:30]  Speaker 4:  [00:16:00]  [00:16:30]  [00:17:00] | There's five people in five books. I'm just throwing it out. Yeah. Yeah. I'll get you guys books for sure. Yeah. You can leave it in there. That, it's funny. I used that in my middle school class, this past year pearls before swine killing me. When you get into a school, this is actually going to matter, but you guys remember being back in your resurface program, anything you try. Um, so, so the idea of this next little section is what we have the other that teachers would try and do is try and brainstorm a blueprint or tasks, um, like week one teaching. How could we do in inquiry about what's happening right now? Starting protests as a, as an entry point. So it's really just capturing that conversation. Maybe even starting with, you know, obviously the compelling question, thinking about the argument stems, you know, you know, you know how to do that. IBM. Okay. Alright. There is all right. There's an inquiry. Am I correct me if I'm wrong? Is it on C3? That's the compelling question is, is there a right way to protest? Is that on, is that one? Cause I've used that in class, but I don't remember if it came from, I think it's somewhere. Yeah. I just want to make sure I get that out of my mind and don't be like, let's use this compelling question. [inaudible] |
| Speaker 4: | is a protest. Patriarchy. Okay. Yeah. What do you mean if you ended up there? I'd be fine. |
| [00:17:30]  Speaker 1:  [00:18:00] | Yeah. Well, I'll put it this way. So I really think that what has been going on over the summer in particular, not just with COVID, but also the protests I think is something that's going to come up and it's not done. It's going to be in our classrooms. It's going to be part of the unspoken or maybe spoken, um, kind of culture of our students. They're gonna, they want to know. Um, so it would be interesting, especially like in our civics classes to come up with some, some questions or a compelling question to kind of at least address that I don't, I don't know what that looks like in the past. Sometimes I feel like it's better to start with not trying to get the perfect question, but to simply just toss out some questions and then mess with them. Um, because I think naturally we tend to like, like what you were saying, like is, is there a way to protest that is a good way to protest? Um, and so you could, you could come from like your own experience or what you think kids might ask, but before we even think about like getting a perfect question, why don't we just throw out some ideas? Yeah. |
| [00:18:30]  Speaker 3: | Yeah. |
| [00:19:30]  Speaker 4: | [inaudible], [inaudible] not used to writing with a pencil. |
| Speaker 3:  [00:20:30] | What are some ones that it's already different than why I came up with a few that I, I think are interesting to think about. Um, but one of them was just wise protesting necessary and that came or led into what sparks a protest, which then led into what keeps a protest moving forward. What happens if something starts to lose momentum, how you keep that, um, that change moving forward in a positive fashion. |
| Speaker 1: | Yeah. I like how you came to that question because I think the more like you chew on something, like it evolves like that, wasn't the first thing you came up with. Right. Okay. Some of go ahead. |
| Speaker 2:  [00:21:00]  [00:21:30] | Yeah. I, um, I kind of, I was just trying to think in the, in terms of like, what kind of questions are my students going to ask me? Like when my students get back in a classroom and they're like, so have you heard about what's going on? I'm like, yeah. As they just do, when they hear anything, what are they, what are the questions they're gonna ask me? And I kinda got down like, is protesting loud. What rights do protesters have? What rights do police have? Do protests work? Um, just cause I know they always want to know. Um, that's a central question that my students always have is like, well, is this allowed, well, what are their rights? Like how what's protecting them and stuff because related to the content. And especially when we, once we get through our judicial unit, um, that's kind of where their, their minds are at. So I don't know, kind of all over the place though. |
| Speaker 1:  [00:22:00] | Yeah. That's okay though. That's okay. Um, Michael, what did you, I kind of bounced around a little bit, but I think hitting that way, like, is there a right way to protest or which form of protest maybe works best as a, someone who's very interested in sports and that seen athletes protest one way, starting with Kaepernick, maybe taking a knee into morphine, into marching in the streets like UK football did for black lives matter and all of that. We've seen other teams, none of their professional athletes. So like maybe kind of how the act of protesting, how that works, which way works maybe best for people. Um, be interesting. |
| Speaker 4: | [inaudible] |
| [00:22:30]  Speaker 3: | Uh, I went along the lines of linking this back to the protests of the fifties in the sixties with where do we get our start with protesting in the U S and then is it going to be an effective way for us to see change in our society? |
| Speaker 1:  [00:23:00]  [00:23:30]  [00:24:00] | Yeah. So, because kind of like where you said, like, is it effective? Um, what helps like, uh, back to what you were saying? Like what helps a protest moving to moving forward or what keeps it going? I think there's a good connection between, like, if you were doing this in a history class, I feel like you could easily pull that out and say it's like the, so what of the civil rights movement? Um, I had a couple of, I've always the whole Confederate removal thing has always just fascinated me. Um, and so I've, I was writing down just like, should we remove Confederate monuments? Um, you know, I saw a question I was reading a few days ago, but just like, how did we, how did we get here? It's way too vague probably for students, but like, kind of like, how did we even get to this point, which I think goes back to like your connection to the past. Um, but I, I mean, I think, I think any one of those I think is an authentic question that students want to answer. Um, I like, I like that. Is there a right way to protest? What keeps the protest moving forward? Was there one that you, that as you're talking about that you think really just has, like, it just resonates, like it just rings to you all, even if it was one of your own, it's okay to be like, |
| Speaker 3:  [00:24:30]  [00:25:00]  [00:25:30] | I think I kind of like the, how you keep the progress going. Um, cause of course you kind of would dive into why they're protesting kind of at the beginning of that, but what keeps it, what makes it successful, right? Why is the civil rights successful in the sixties, but not maybe in the twenties? I kind of, I was thinking along the same lines and I was thinking like how a lot of these could fit together under that big concept of like, do protests work or like can protest spark change and then fitting in like, well, how do you, which ones do and what was effective about them and how did you, how did they keep going? And like, I think that those all kind of fit together. Um, and I could, again, I could see students being really engaged about that, wanting to know like, is this even working, is this useful? And that would pull in the historical aspect as well. So what did you say? Can protest protest work or can protest make change? Yeah. Or something I'm not good. Lanes can, can spark change. Can, can protest. I like spark. I mean, but maybe that's too there's this to life does as can protest, but let's, I mean, let's say let's just run with every second. Can protest make change or spark change. Let's go with a spark just for fun. Now here's the fun part. |
| Speaker 1:  [00:26:00] | Do you mean this? Yeah. Now supporting questions, supporting question one 1950s and sixties supporting question two. I don't know where this goes, but like what keeps the protest moving forward? So you already have a pool to pull for your supporting questions. And so sometimes I think teachers get wigged out by, well, I have to come up with the right wine. I think he's let everything on the table. And then you pick up the pieces where they go and then you can mess with it later. If you don't like it, then you can change it. But I think this question does a natural bridge between where we've been, where we're headed, you know, what does it mean to protest? What keeps it protest moving forward. And then students are able to then engage that bigger question |
| Speaker 3: | And cut, uh, |