

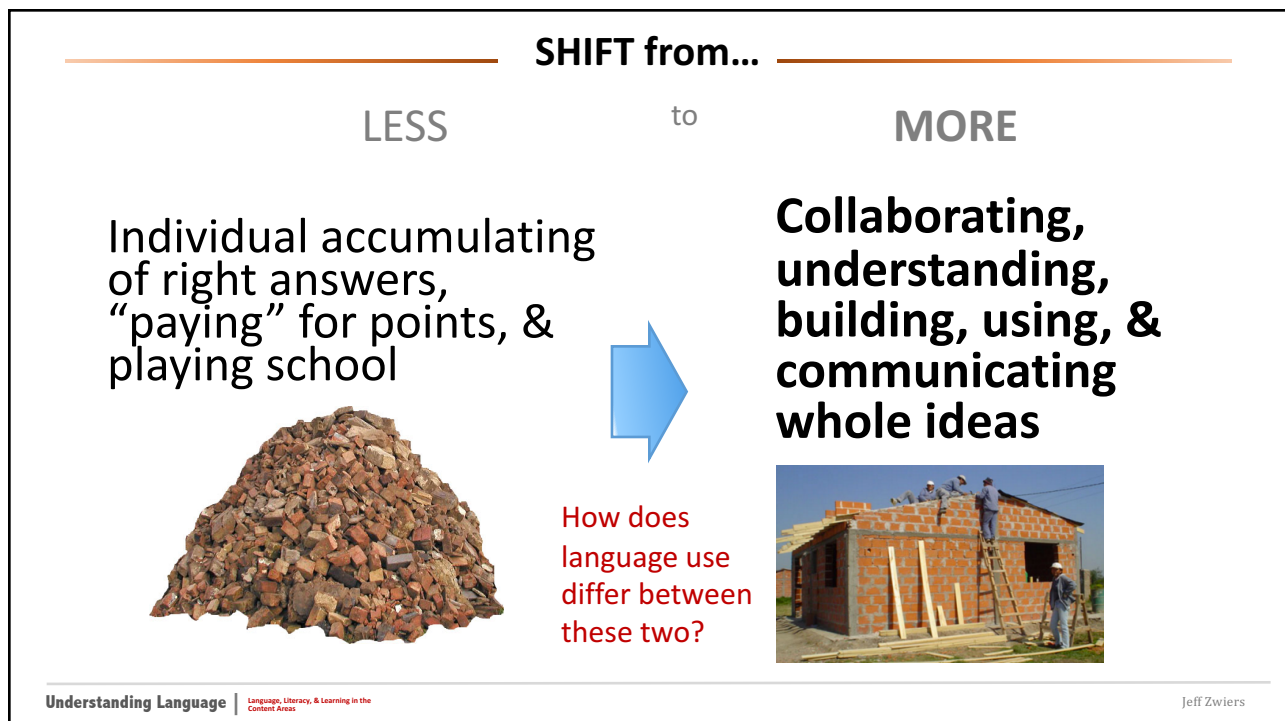
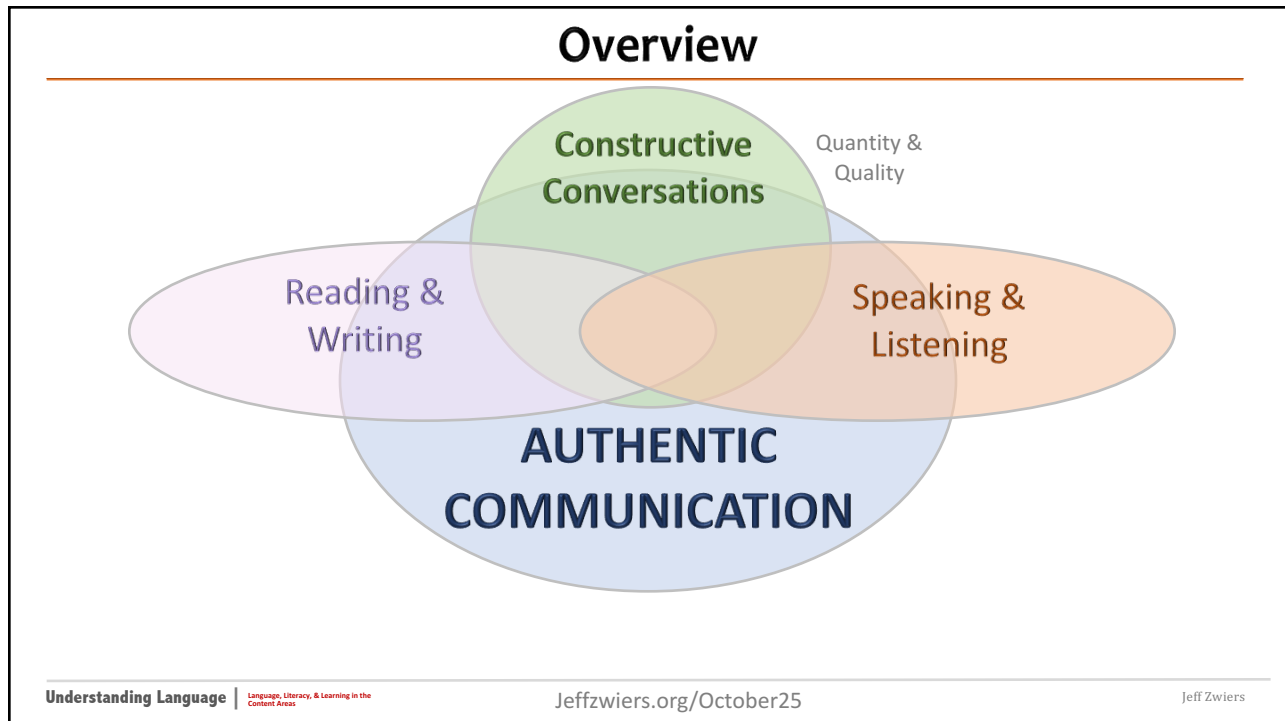
## Fostering Productive Academic Conversations

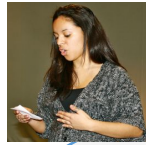
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October 25, 2017

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## Speaking & Conversations: Overlap & Differences



### Speaking

is one-way, one-time, clear & strong communication of ideas & thinking.

*Think-pair-shares,  
Answering teacher questions, Jigsaws,  
Gallery walks,  
Oral presentations*

### Conversations

are back-and-forth interactions in which participants *build on* one another's ideas to *build up* ideas that weren't in their minds before talking.



Building  
speaking and listening  
with:  
**TRANSITION IMPROV**  
**Activities**



## Transition Improv Activity: **Pro-Con**

*Topics:*

Social media's influence  
on language development

*(You will make  
recommendations to  
teachers and students about  
the uses of social media)*

*Transitions:* **However,**  
**On the other hand,**  
**Then again,**

~~but~~

*Frames:*

One advantage is ... For example, ...  
Another positive of ... is... because...  
A negative aspect of \_\_\_ is ...  
In spite of the positives of \_\_\_\_\_,

*A & B, Lean?*

## Transition Improv: **For-Against**

*Topics:* Genetic engineering, adding lime to soil to lower pH, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

*Transitions:* **However,**  
**On the other hand,**  
**Then again,**

~~but~~

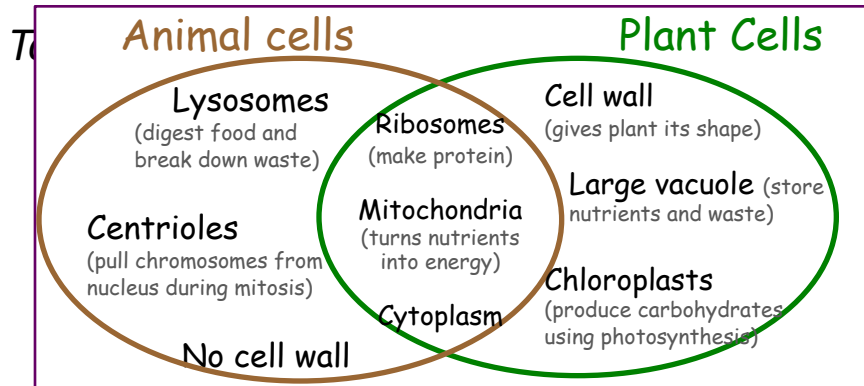
*Frames:*

One reason for ... is ... For example, ...  
Evidence that supports ... is... because...  
A reason against ... is ... For example, ...  
Evidence that does not support ... is ... because ...

*A & B,  
Lean?*



Transition Improv: Similar-Different



However,  
On the other hand,  
Then again,

SD Frames: Unlike animal cells, plant cells have \_\_\_\_, which ...  
Plant & animal cells both have \_\_\_\_, which serve to...  
... are similar to \_\_\_\_ in that they both \_\_\_\_  
Animal cells differ from plant cells in that \_\_\_\_

Transition Improv: Two Views w/ Evidence

Views: Patriots  
Loyalists



Transitions: However,  
On the other hand,  
Then again,

~~but~~

Frames: The \_\_\_\_ thought that ...  
Many \_\_\_\_ believed that...  
A different perspective held by \_\_\_\_ was that...  
In the eyes of \_\_\_\_...

## Transition Improv: Math Situations

*Topics:* Addition-Subtraction, Area-Perimeter, Multiplication-Division,  
Sine-Cosine, Volume-Surface Area, Linear-Quadratic  
Fractions-Decimals, Integral-Derivative, Constant-Variable

*Transitions:* **However,**  
**On the other hand,**  
**Then again,**

~~but~~

*Frames:* You need to add when ... because...  
When you ... you need to subtract because...  
You need to calculate volume when... because...  
When you ... you need to use decimals because...

*Director can prompt  
for clarification  
and/or spark ideas,  
if needed.*

## APPLICATION TIME



Think about how you might plan using  
**Transition Improv activities** in your  
upcoming units or lessons.



# “INFORMATION GAP” Activities

## Info Gap Activities for Listening and Speaking

**A:** You need to paint the walls and ceiling in a classroom. Your partner went to the school and did some measurements. Think you need in order to know how many square meters you will paint in the classroom.

**B:** You will need to know how many square meters you will paint in the classroom.

**A:** 10m, 10m, 10m, 10m

**1** Tom ran from his home to the bus stop and walked. He realized that he had missed the bus so he walked home.

**2** Tom walked to the store at the end of his street, bought a newspaper, and then ran all the way back.

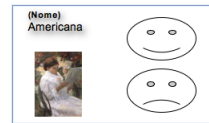
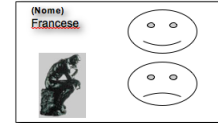
**7** Tom went out for a walk with some friends. He suddenly realized he had left his wallet behind. He ran home to get it and then had to run to catch up with the others.

**4** Tom has a mutation that allows him to be two pieces at once.

**What are situations in each discipline in which two people have to share information?**

## Information Gap Cards: Who I am

1. Model for students the goal of sharing biographical info (name, nationally, age when you died, likes & dislikes, etc.)
2. Act out needed vocab (like & dislike verbs) on the wall
3. Give a card to each student and let them practice what they will say to themselves
4. Have them find all three other artists and share their information



## Information Gap Cards: Who I am

Mi chiamo...

Io sono...

Mi piace... Non mi piace...

Scrivere

Scolpire

Dipingere

Inventare

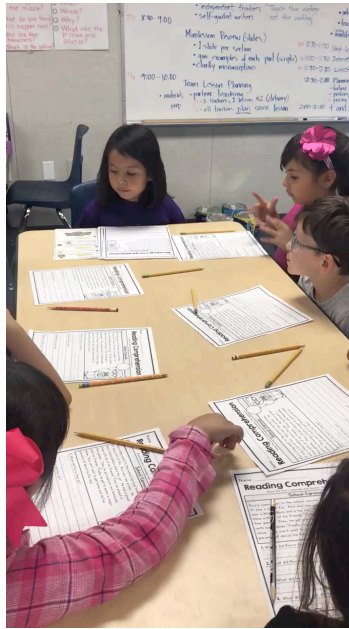
89 = ottanta nove    67 = sesanta sette    82 = ottanta due

71 = settant'uno

Avevo \_\_\_ anni quando morí



## Student Led Learning



## Info Gap Cards - Procedure

1. **READ:** A (Situation card) and B (Data card) read their cards. A summarizes situation to B. B paraphrases back to A, for agreement.
2. **QUESTION 1:** A asks B for specific information.
3. **QUESTION 2:** Before answering, B must ask for justification: "Why do you need that information?" (even if B knows why, already)
4. **JUSTIFICATIONS:** A explains how he or she will use the information. B decides if the justification is solid enough to give the data to A.
5. **SOLVE:** A solves problem aloud, explaining process, while B asks Why? And helps, if needed.

<p><b>A:</b> You need to paint the walls and ceiling in a classroom. Your partner went to the school and did some measurements. Ask your partner for the information that you think you need in order to know how many square meters you will paint in total.</p>	<p><b>B:</b></p> <ul style="list-style-type: none"> <li>- 4 walls in each classroom</li> <li>- Each wall is 8 meters long and 3 meters high</li> <li>- The ceiling has an area of 64 meters squared</li> </ul>
---	--

<p><b>A:</b> Brendan and Shawn were going home on their bikes when the tire falls off Brendan's bike, which they leave locked up around a tree. They decide that Brendan will walk for a while and Shawn will ride his bike, leaving it further up the road and walking the rest of the way. When Brendan reaches Shawn's bike, he will ride it home. How far should Shawn ride the bike for both to arrive home at the same time?</p>	<p><b>B:</b></p> <ul style="list-style-type: none"> <li>- The boys were 20 km from home when Brendan's bike broke down</li> <li>- Brendan walks at 5 km/h and rides at 12 km/h.</li> <li>- Shawn walks at 4 km/h and rides at 10 km/h.</li> </ul>
--	---

<p><b>A:</b> You need to buy carpet to cover the floors of the classrooms in a small school. Your partner went to the school and made some measurements. Ask your partner for the information that you think you need in order to know how many square meters of carpet to buy.</p>	<p><b>B:</b></p>
---	------------------

## Info Gap Activities

### Info Gap Cards Sample Conversation

A: Do you know how fast the shuttle is orbiting?

B: Yes, but why do you want to know that?

A: Cuz I need to know it to figure out how long it takes to catch the satellite.

B: How will knowing the speed help you do that?

A: I'll use it and the satellite speed and the distance.

B: OK, it's going 16,800 miles per hour

A: Thanks. And how fast is the satellite going?

B: Why do you need to know that?

A: To know how long it'll take. If it's just a little slower, it'll take longer. I'll make an equation and put them equal to each other cuz that's where they meet.

B: That makes sense. The satellite is going 16,000 mph

A: Thanks. And how far are they apart when the shuttle starts its orbit?

B: Why?



#### A: Model

A shuttle enters an orbital path to catch up to an important satellite that isn't working properly. The shuttle is going faster than the satellite and mission control wants to know when the shuttle will reach it.

#### B: Model

- Shuttle is orbiting at 16,800 mph
- Satellite orbits at 16,000 mph
- Shuttle enters orbit 1200 miles behind the satellite
- Orbit is 400 miles from the Earth's surface

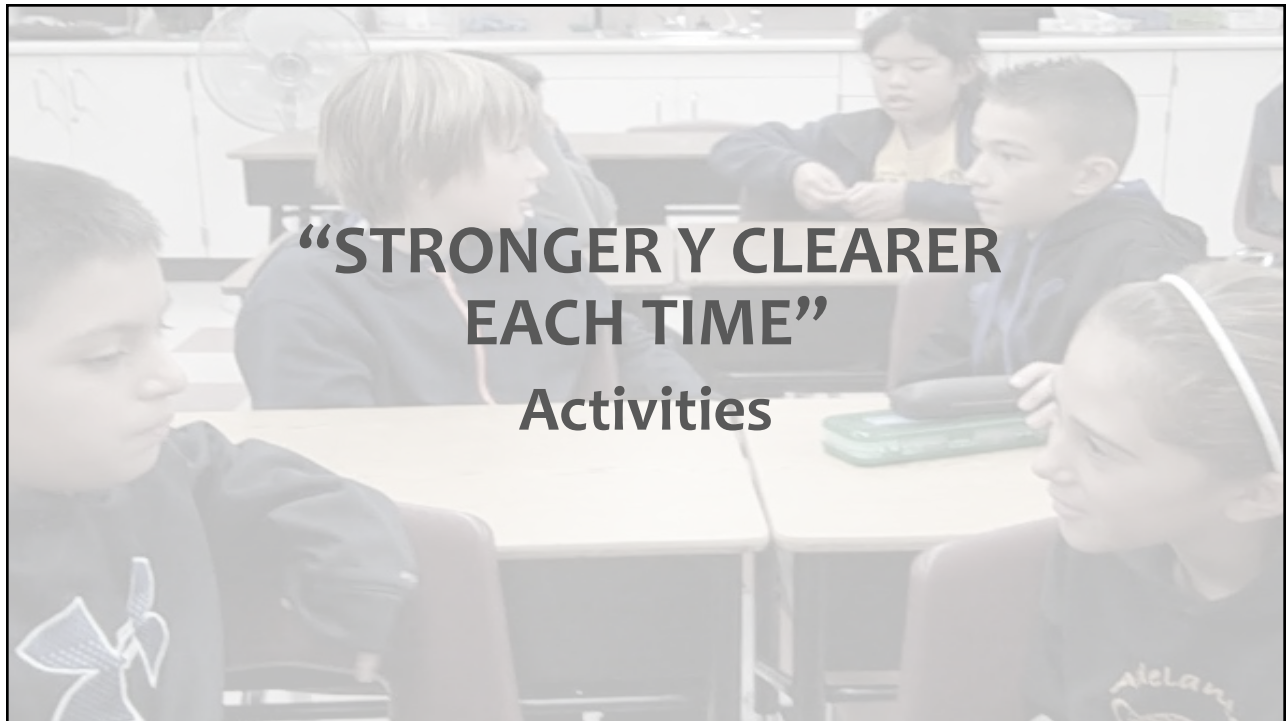
## Info Gap Cards – Your Turn

1. **READ:** A (Situation card) and B (Data card) read their cards. A summarizes situation to B. B paraphrases back to A, for agreement.
2. **QUESTION 1:** A asks B for specific information.
3. **QUESTION 2:** Before answering, B must ask for justification: "Why do you need that information?" (even if B knows why, already)
4. **JUSTIFICATIONS:** A explains how he or she will use the information. B decides if the justification is solid enough to give the data to A.
5. **SOLVE:** A solves problem aloud, explaining process, while B asks Why? And helps, if needed.









## Designing “Stronger & Clearer Each Time” Activities



1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
  - **Stronger** (often longer) with better supporting evidence and examples, and
  - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds **are reduced during** the activity.

### “Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

**Switch partners!**  
Don't forget to use examples; Stronger + clearer!

I think it's both good and bad. Like you learn from each other, but also you can fight.

(PRE)  
Bad things happen when they meet.  
Wars start.

Silvia

1<sup>st</sup> Partner

What happens when cultures meet and why?

---

Understanding Language | Language, Literacy, & Learning in the Content Areas Jeff Zwiers

### “Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

**Switch partners!**  
Don't forget to use examples; Stronger + clearer!

I think it's both good and bad. Like you learn from each other, but also you can fight.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

Silvia

2<sup>nd</sup> Partner

1. Mario	<i>both, learn</i>
2. Juan	<i>religion, Aztecs,</i>
3. Spain	
Me	

When cultures meet each other, it helps us to learn how others live, like their religion. But wars can happen, like the Aztecs and Spain.

What happens when cultures meet and why?

---

Understanding Language | Language, Literacy, & Learning in the Content Areas Jeff Zwiers

### “Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.

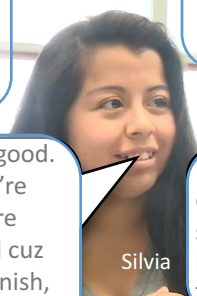
I think  
Like y  
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(PRE)  
Bad things happen when they meet.  
Wars start.

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(POST)  
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

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Silvia

**What happens when cultures meet and why?**

Understanding Language | Language, Literacy, & Learning in the Content Areas

Jeff Zwiers

### Looking at Student Work (Before & After Grid Partners)

PRE

**INTERVIEW TIME!**  
(Listen in, Share out, Create together)

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us. For example(s) the rosy periwinkle provides a medicine that treats certain cancers including leukemia.

Jeff Zwiers

## Stronger & Clearer Activity

### Context

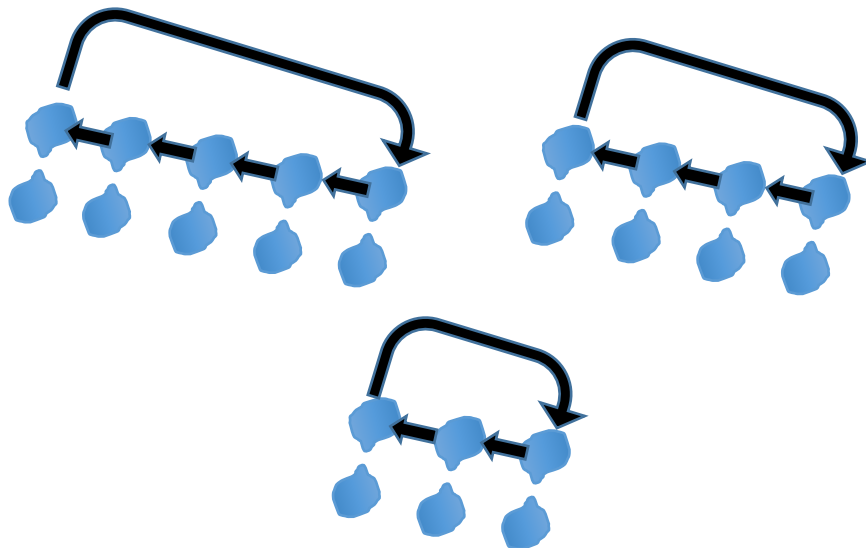
- 4th grade  
Science class
- Early Advanced speakers.
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.



**This Clip**

- Prompt is: What is energy conversion?
- Daniel talks to three different partners
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise)
- *Reflect on ways to improve his response and/or the activity.*

## Interaction Mini-Lines



“Stronger & Clearer Each Time” Grid

<b>Name</b>	<b>Why is it important to learn about history through primary source documents?</b>	<i>You are a historian trying to convince a history textbook author to include primary sources.</i>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

“Stronger & Clearer Each Time” Grid

<b>Name</b>	<b>What is equity in educational settings and how can we best achieve it?</b>	<i>You will present to your school on the value of making changes that promote equity.</i>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

One powerful way in which equity can help students is...  
 I think educators need to know that equity entails more than just...  
 We can adapt our lessons and activities in several ways, such as...  
~~I disagree with you...~~

**Listeners can & should:**  
 - Prompt for clarification & support  
 - Help ideas along with “What about...?”

## Stronger & Clearer Each Time: Quotation Café

1. Choose key quotations from the text and put them on strips.
2. Tell students the title and have them read their own quotation.  
(They can memorize it, too)
3. Students meet with students who have different quotations, read quotes to each other, and both predict what the text will be about. (They can also ask questions.)
4. They can use frames such as:

“I predict that the text will be about \_\_\_\_\_  
because \_\_\_\_\_”

“Given the clues I have heard so far, such as  
\_\_\_\_\_, I think the text will \_\_\_\_\_”



*Towards Knowledge Societies*

## APPLICATION TIME



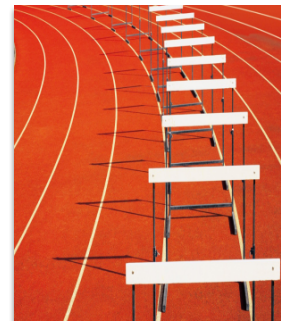
Think about how you might plan using Stronger & Clearer Each Time activities—and/or adaptations to similar activities such as Gallery Walks and Jigsaws in your upcoming units or lessons.





### Build Conversation-Rich Classroom Culture: Reduce these OBSTACLES

- Our desire for “control”  
(e.g., “I don’t know what they’re saying back there.”) (Low agency)
- Students don’t push selves or others for clarity  
(i.e., because clarity isn’t needed in the task)
- Teaching to assessments that don’t value or inspire communication
- Focusing on points and grades → (“Black Hole Pull” to do the bare minimum)
- Lack of academic conversation assessments, models, supports, and practice time  
(Scrimmages)
- Over-structured “discourse” activities and over-use of sentence frames



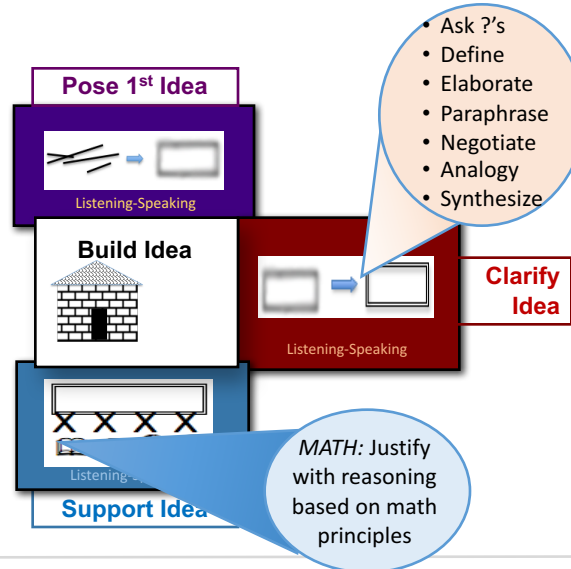
**How can we  
reduce these?**



## Constructive Conversation Skills (Build one Idea)

**Students (w/o teacher) collaboratively build an idea** (e.g., claim, answer, solution, interpretation)—*not just answer questions*—using the skills on the right:

(Notice that these are not “natural” in many students and eventually need to be “automatic”):



## Conversation (8<sup>th</sup> History)

**Alicia:** Rosa Parks. Marcos said all she did was sit down, but I think she was a hero.

**Paty:** I agree. She has a book about her.

**Alicia:** Why do you think a whole book?

**Paty:** She was so brave to go to jail, and it was like just cuz she sat down on a bus.

**Alicia:** Jail is scary, I think. They put you in the bars with ...ladrones and//

**Paty:** //Yeah, and I think she knew it would happen. That's a hero cuz she knew they would put her in jail.

**Alicia:** And she started the...what's that word?

**Paty:** Boycott. They stopped using the buses.

**Alicia:** Boycott, so it, it changed those racism rules. All cuz of Rosa! ... Where's Marcos?



## Constructive Conversations in 9<sup>th</sup> ELA

### Context

- Sheltered 9th grade English class
- Intermediate and early advanced speakers.
- Have read *To Kill a Mockingbird* and *Of Mice and Men*
- Focal conversation skill: supporting your ideas with examples from a text.
- Some prompts are on the board

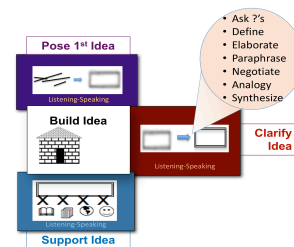


### This Clip

- Prompt: "What do you think an important theme in this book is?"
- How do they clarify and support ideas? ("What does courage mean?" "Can you elaborate on that?" "Can you give an example from another book?" "How does this apply to our life?")

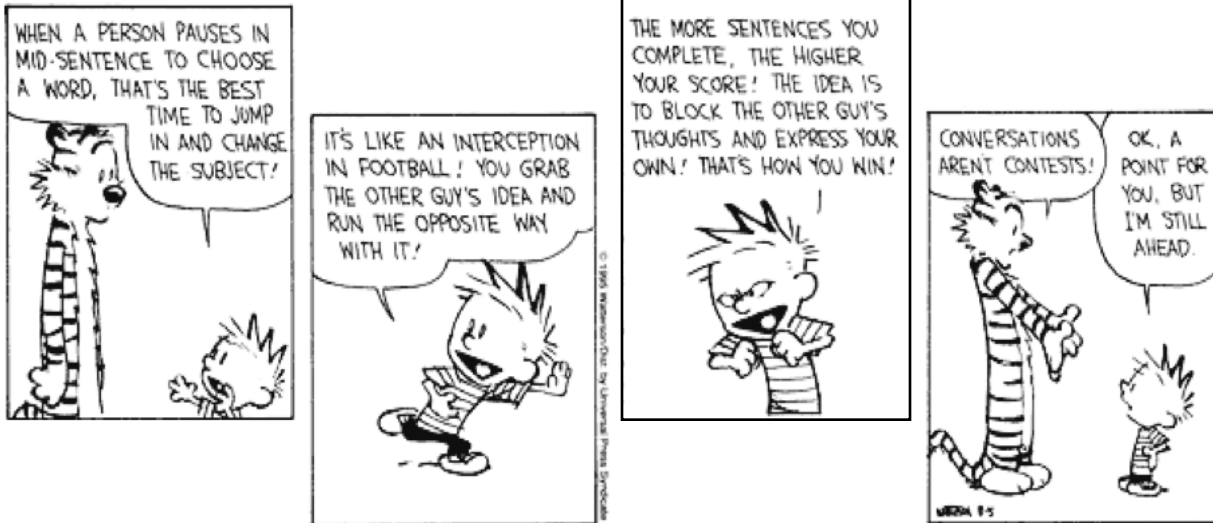
## Your Turn (Triads)

"[...] If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, topheavy, and tax-mad, better it be all those than that people worry over it. Peace, Montag. Give the people contests they win by remembering the words to more popular songs or the names of state capitals or how much corn Iowa grew last year. Cram them full of noncombustible data, chock them so damned full of 'facts' they feel stuffed, but absolutely 'brilliant' with information. Then they'll think they're thinking, they'll get a *sense* of motion without moving. And they'll be happy, because facts of that sort don't change. Don't give them any slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy. (Bradbury, 1953)

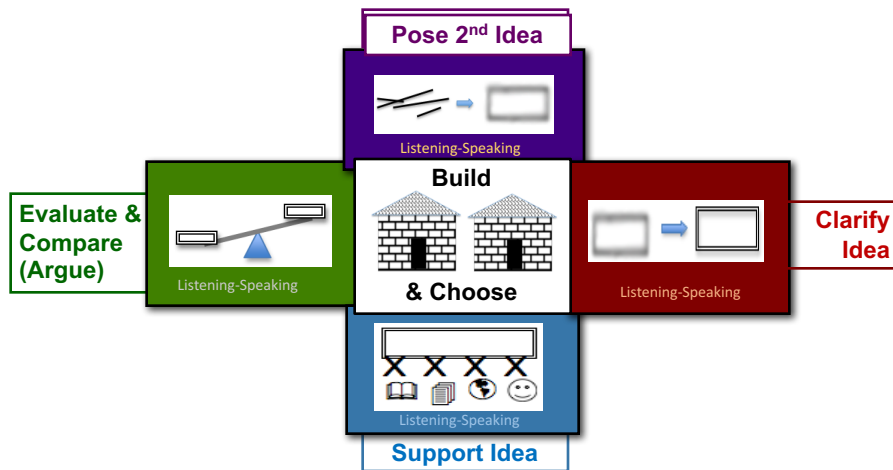


**Work with a partner to co-construct what you think is the most important theme from this text and how it might connect to today. Quickly decide on one theme and build it up.**

## Collaborative Argumentation



## Constructive Conversation Skills: Collaborative Argument



ASL Signs

## Improving Conversations

Laura: I think air has weight. Remember the balloon?

Eli: I respectfully disagree with you.

Laura: Why?

Eli: Cuz I can't feel it. Put your hand out. Do you?



Lisa: I think the dog was his best friend in the story.

Edgar: I would like to add to your idea. My dog ran away last year and we found him in the park.

Lisa: Which park?

Edgar: The one by the train station.

Lisa: I took a train to San Jose last week.



## Improving Conversations

Alex: What caused the fall?

Carlos: The book said disease and war.

Alex: It also said crops and politics.

Carlos: All of them, I guess.



Manny: I think we should use a table, like yesterday.

Sara: I hate those things. They're so boring.

Manny: So, what should we do?

Sara: Maybe just times it.

Manny: Why?

Sara: Cuz that's what we did yesterday.

$$\frac{3a}{3c-6} \cdot \frac{9ab}{c^2-4} =$$

## Improve Conversation Prompts

- ❑ **There is an engaging purpose** for conversing that (a) **connects to lesson objectives**, and (b) **requires thinking & doing something with ideas**  
(e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
- ❑ **There is a need to talk**  
(info gaps; bring unique ideas)
- ❑ **There are clear & helpful directions** for how to converse (language use, thinking, content concepts...)

**ELA Literature:** Collaboratively decide

**ELA Expository:** Decide whether or not to

**Math:** Work with your partner to create a

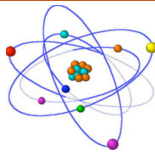
**Science:** In your conversation, compare

**History:** You will co-author a letter to a history journal. Converse with your partner to decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because..."

## Know the Types of Conversations in Different Disciplines



- Deciding between two or more sides of a controversial issue
- Collaborating to agree on interpretations in literature
- Collaborating to agree on the best ways to communicate ideas to others



- Collaborating to interpret data and generate scientific explanations
- Solving problems & deciding between two sides of controversial science issues
- Role-based improv conversations



- Deciding between two sides of an issue or account
- Collaborating to solve social problems and challenges
- Collaborating to explain events, systems, and people



- Collaborating to solve a problem
- Collaborating to create new math problems
- Modeling math concepts and experimenting with numbers, symbols, & shapes

*Craft a prompt*

## Use Formative Assessment Tools: (e.g., Conversation Observation & Analysis Tool (COAT))

**PROMPT:**

- Useful & Engaging Purpose     Need to talk + Unique ideas     Clear and Helpful Directions

### QUANTITY

- # of Turns     Length of turns     Equity

### QUALITY

Use conversation skills:

- Pose     Clarify     Support     Evaluate  
to authentically build and argue useful ideas

### OTHER KEY SKILLS

- Listening     Speaking     Thinking     Content     Nonverbal     Valuing Ideas

## Silent Support Cards (from the COAT)

Ask for an (another) example to support the idea

Paraphrase what your partner said

Ask your partner to clarify (Why...How...)

Build up the first idea first

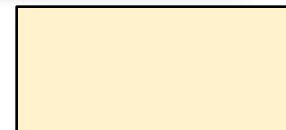
Show that you are listening with your eyes, nods, posture

Pose an alternative idea and start to build it up

Stay focused on the conversation prompt/purpose

Encourage your partner to talk more

Summarize the conversation up until now



### Using the Cards – 6<sup>th</sup> Gr. ELA

- A: So, what do you think the poem is about?  
 B: I think maybe something like, You gotta be yourself. What do you think?  
 A: I think it's about being out in nature, that it's good to see plants...  
 Oh, OK, So, why do you think it's about 'be yourself'?  
 B: Cuz it says he doesn't want to be growing in clusters in the valley, and stand alone, and like not stuck in a pot of dirt.  
 A: I like that. And the title is "Identity"  
 B: Yeah...  
 How does that help us?  
 A: Identity means how you're different...

**Identity** (excerpt, by Julio Noboa Polanco)

Let them be as flowers,  
 always watered, fed, guarded, admired,  
 but harnessed to a pot of dirt.

Build up the first idea first

...ly weed,  
 an eagle  
 ... high, jagged rocks.

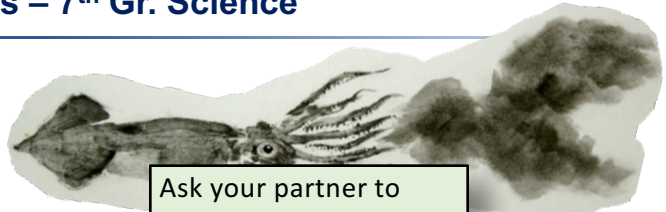
I'd rather be unseen, and if  
 then shunned by everyone,  
 than to be a pleasant-smelling flower,  
 growing in clusters in the fertile valley,  
 where they're praised, handled, and  
 plucked by greedy, human hands.

How does the title support the idea?

...ould stand alone, strong and free,  
 ...ather be a tall, ugly weed.

### Using the Cards – 7<sup>th</sup> Gr. Science

- 1 Karla: So, why do squids have ink?  
 2 Maya: For writing.  
 3 Karla: What do you mean?  
 4 Maya: Ink is for writing.  
 5 Karla: Squids can't write...  
 OK, so what do you mean that they write?  
 6 Maya: Not with pens like us, but like maybe on a rock. Like to mark their place.  
 7 Karla: I don't understand that, but I th...  
 8 Maya: OK...  
 How do they escape with ink?  
 9 Karla: They let it out and it makes a cloud so they, you know, can swim away.  
 10 Maya: And maybe it poisons the fish?  
 11 Karla: I don't know; I think jellyfish have poison.  
 12 Maya: I hate jellyfish: the poison ones.  
 13 Karla: People die from their stings, I think.



Ask your partner to clarify (Why...How... What do you mean by)

Ask your partner to clarify (Why...How... What do you mean by)

Stay focused on the conversation prompt/purpose



## Using the Silent Support Cards

**PROMPT:** Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate a depiction you think this is and why.



*First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492.* (1862) Dióscoro Puebla, Spanish painter

## Using the Silent Support Cards

**PROMPT:** Come to a consensus and a clear explanation of where you think the mass of trees (think Redwoods) comes from. Discuss why many people often get this answer wrong.



### So where does a tree's mass come from?

The 1648 potted willow experiment of Johannes Helmont is widely discussed in biology teaching because it is the first known quantitative experiment in biology. He wrote, "But I have learned by this handicraft-operation that all vegetables do immediately, and materially proceed out of the element of water only. For I took an earthen vessel, in which I put 200 pounds of earth that had been dried in a furnace, which I moistened with rainwater and I implanted therein the stem of a willow tree, weighing five pounds; and five years being finished, the tree did weigh 169 pounds. And least the dust that flew about should be co-mingled with the Earth, I covered the lip or mouth of the vessel with an iron-plate covered with tin, and easily passable with many holes. I computed not the weight of the leaves that fell off in the four Autumns. At length, I again dried the Earth of the vessel, and there were found the same two hundred pounds, wanting about two ounces. Therefore 164 pounds of Wood, Barks, and Roots, arose out of water only" (1622). And if the tree is using soil for its mass, then there must be less soil around it. And yet, it turns out that if you ask new Harvard graduates this question, the vast majority of them answer some variant of "It comes from the soil." The answer, it turns out, is blowing in the wind.



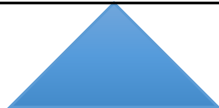
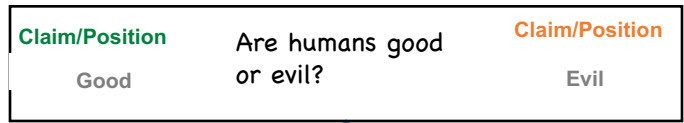
**Structuring Collaborative Argument Conversations: *Argument Scale***

**Claim**

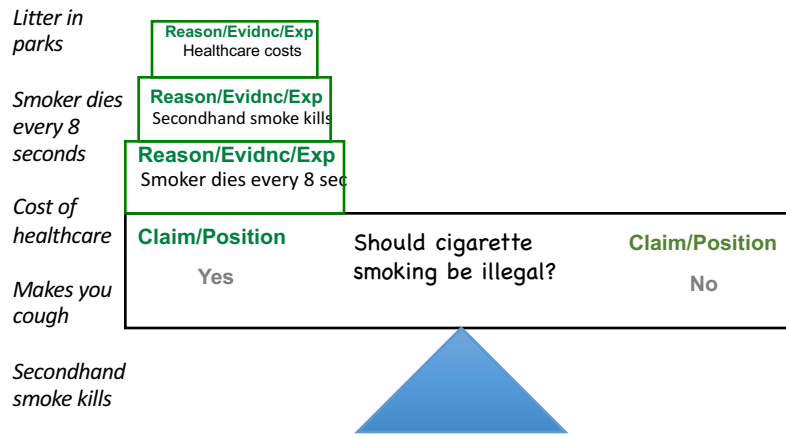
vs.

**Opposite or  
Different Claim**

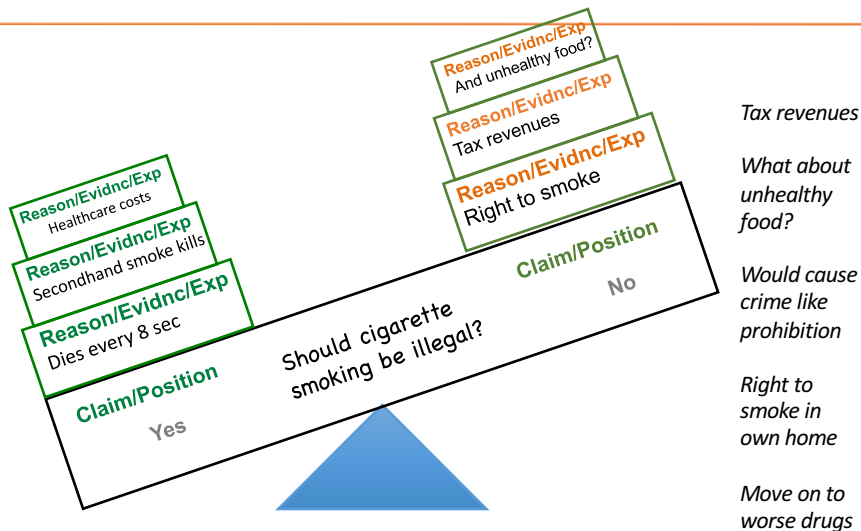
Which claim's reasons, evidence, and explanations weigh the most?



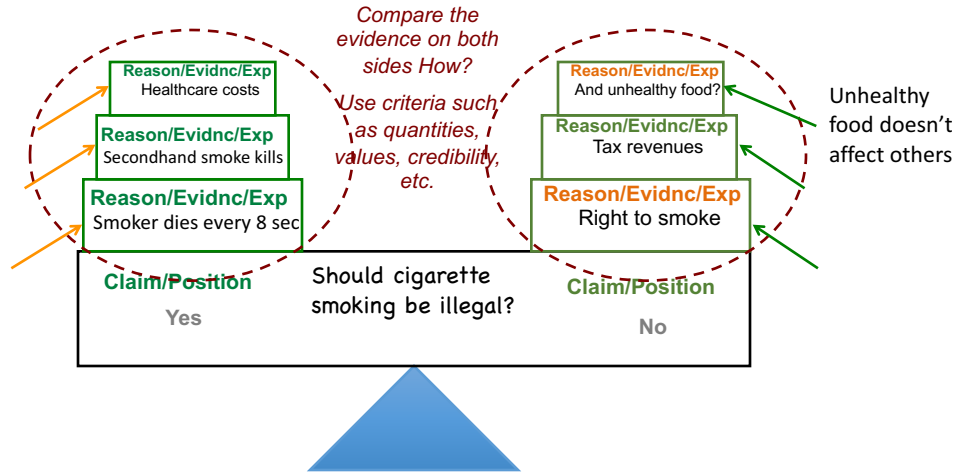
## Structuring Collaborative Argument Conversations: *Argument Scale*



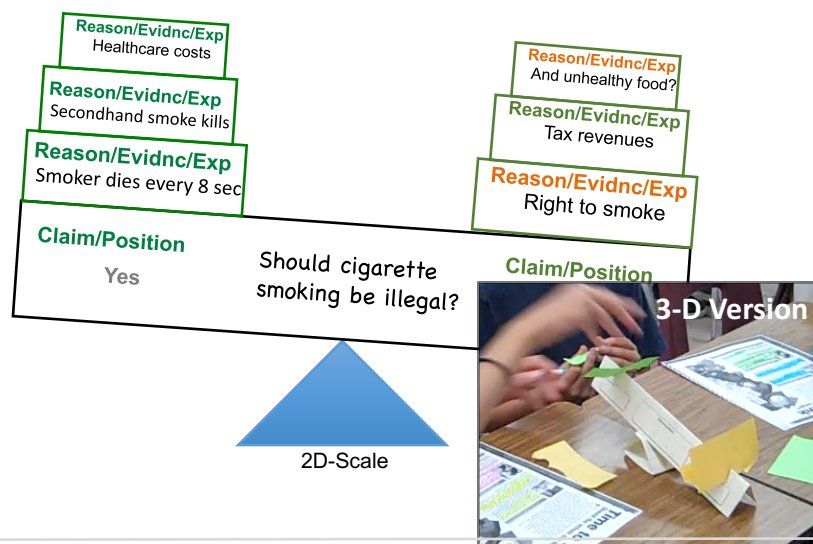
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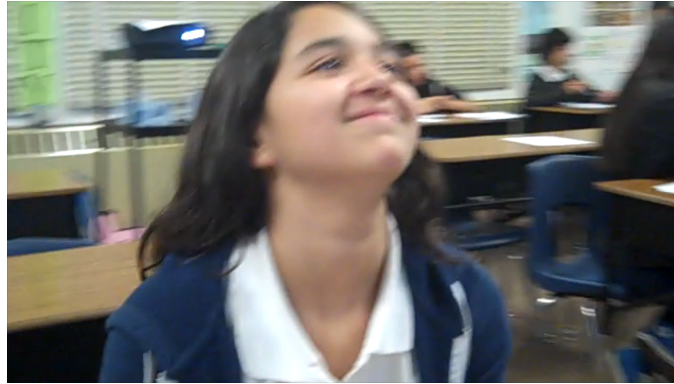
## Structuring Collaborative Argument Conversations: *Argument Scale*



## Constructive Conversations in 8<sup>th</sup> ELA

### Context

- 8th grade English class
- Early Intermediate to Early Advanced speakers.
- Have read articles on smoking
- Focal conversation skill: supporting your ideas with examples and evaluating them.



### This Clip

- Each student chose a side to argue on whether or not to ban smoking.
- They use balance scale visual and paper clips to show “weight” of evidence
- They prompt each other to support and evaluate with “*Why?*” questions

## 8<sup>th</sup> History – Using the Argument Scale

Mayra: One side is industrialization is, was bad.

Ben: What do you mean ‘bad’?

Mayra: There was crime and it was dangerous. You saw the pictures, right?

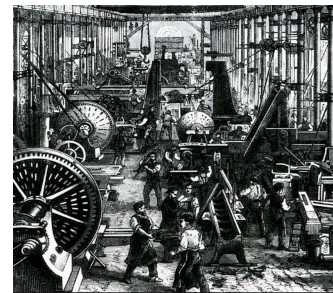
Ben: Yeah, they had sick people, too. And people got hurt and died, in factories.

Mayra: I think a lot of people got sick and some did crime cuz machines took their jobs.

Ben: And there was lots of pollution.

Mayra: Say more about that. Like how did industrialization make pollution more bad?

Ben: The factories just dumped it into rivers.



### 8<sup>th</sup> History – Using the Argument Scale

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Mayra: And lots of smoke in the air, too.

Ben: Yeah, so what about the good side of it?

Mayra: On this card it says it helped people buy cheaper things.

Ben: How?

Mayra: The factories made lots of things in a day, so like they could cost less. For example, cars.

Ben: And people got jobs in factories so they got work and got paid.

Mayra: And they maybe had better lives at home with inventions they made in factories.

Ben: OK, so which side is stronger or heavier?

Mayra: I dunno. Like the job thing is on both sides/

### 8<sup>th</sup> History – Using the Argument Scale

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Mayra: /Some people lost jobs and some people got jobs. I don't know what was better. And they are the same size card.

Ben: Yeah, so maybe they are even. But the pollution got way worse, and it's a big card.

Mayra: Yeah. But does pollution weigh more than inventions that made life better? We got cars and airplanes and they pollute.

Ben: I think pollution is way more bad. Pollution kills animals and makes people sick. And it lasts forever.

Mayra: Yeah, but factories also make medicines.

Ben: They make bombs, too.

Mayra: OK, so let's say it is more on the bad side.

Ben: OK.



## Argument Scale Text: Schoolgirl loses veil legal case



A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.

In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It's surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

<b>Claim/Position</b> Yes	Should the girl be allowed to wear the niqab in school?	<b>Claim/Position</b> No
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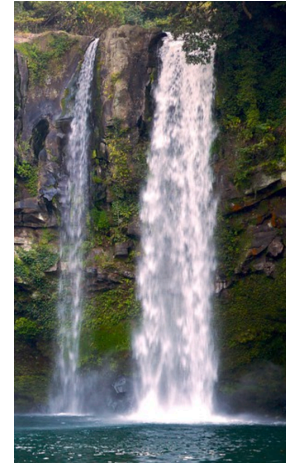


### Math Paired Conversation Protocol

Suppose it takes the Almond River 4 years, by itself, to fill a reservoir, and Campbell Creek, on its own, 6 years to fill it. If both are flowing into the reservoir, how long will it take to fill it? Work with your partner to come up with two or more ways to solve this, justifying ideas along the way.

PROBLEM:

<p><b>Paraphrase and clarify problem for one another (in pairs)</b>  <i>(Talk about what is asked; what is given; what happens; what the units are, etc.)</i></p> <p style="text-align: center;"><input type="checkbox"/> TALK</p>			
<p><b>Estimate the answer</b>  <i>(Each partner generate and justify your own estimate; then compare them)</i></p> <p style="text-align: center;"><input type="checkbox"/> TALK</p>			
<b>METHOD A</b> (name it)	Justify method <input type="checkbox"/> TALK	<b>METHOD B</b> (name it)	Justify method <input type="checkbox"/> TALK
Visuals, Drawings, Charts, Symbols, Calculations, Solution	Justify what you do <input type="checkbox"/> TALK	Visuals, Drawings, Charts, Symbols, Calculations, Solution	Justify what you do <input type="checkbox"/> TALK



### NEXT STEPS



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