Linking Oracy to Inquiry Grades 7-12

Kristin Campbell
Kcampbell@washoeschools.net
Today’s Session

**Review:** Background on talk tasks

**Engage:** As a learner

**Inquire:** How can we employ talk tasks to support students’ speaking & listening skills related to the new social studies standards?
Benefits of Discussion

*Keeping discussion at the heart of your lesson planning will ensure that your classes build critical thinking skills, as well as knowledge. Through talking, concepts are explained, ideas are discussed and long-lasting understanding is built.* – Lisa Kuper, Teacher
Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action
**TASK PROMPT:** How can robust and meaningful classroom talk support students in becoming successful in college, career, and civic life?

**PARTNER A:** Answer the prompt.

**PARTNER B:** Listen to learn. Tell Partner A which 3 words they used that were most important. Then, paraphrase their ideas.

**PARTNER A:** Agree or expand on the paraphrase.
How did the Great Awakening contribute to revolutionary thinking?

Talk Task #1: Engage
Before the 1730s, most colonies had two established religions.

- **Congregationalism** was the largest religion in New England (Puritans and other dissidents who broke away from the Church of England).
- **Anglicanism** was the largest religion in New York and the Southern colonies (same as the Church of England).
Old Lights vs. New Lights

• Churches that grew as a result of the Great Awakening: Presbyterianism, Methodism, Baptism (New Lights)
• Great Awakening challenged authority and hierarchy of established churches (Old Lights: Congregationalists and Anglicans)
• Great Awakening said that anybody could be converted and born again. You didn’t need traditional church leadership to decide whether or not you belonged.
How might this look different for your students?
Talk Tasks in Your Classroom

The K-12 Disciplinary Skills are:

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action
WHY TALK TASKS?
PARTNER A: Teacher Requirements

PARTNER B: Student Requirements

PARTNER C: School Culture & Supports

What to look for as you watch the upcoming video...
What does a focus on oracy look like?

School 21 believes oracy -- the ability to speak well -- is one of the biggest indicators of a child's success later in life.
A Look at School 21

- **Public, Urban Per Pupil Expenditures:** £8,072 School ($10,000 U.S.)

- **Demographics:**
  - 28% Asian
  - 36% Black
  - 36% White
  - 49% Free/Reduced Lunch

- Data is from the 2015-2016 academic year
How did photographs of child labor during the Industrial Revolution lead to reform?

Lewis Hine with Michael Mc Nelis, 8-year-old newsboy. Michael had just recovered from his second attack of pneumonia. He was found selling papers in a rainstorm. Philadelphia, Pa.
Talk Task #3
Traverse
Talk Tasks in Your Classroom

The K-12 Disciplinary Skills are:

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action
How might this look different for your students?
What is included in a Talk Task?

- A Standards-Based Prompt to Demonstrate Knowledge, Understanding, and Application
- Thoughtful Grouping
- Reminder of Discussion Guidelines
- Individual Accountability for Every Student
- Necessary Protocol (Accountable Talk, Sentence Stems, etc.)
School 21
ORACY FRAMEWORK for Student Presentations

**PHYSICAL**
Projection, Gesture
- How are you using your face?
- How are you using your voice?
- How are you using movement and gesture?
- Is pitch, tone, and rhythm of voice varied?
- Do gestures and body language support what is being said?
- Are you in control of your voice and movement?

**COGNITIVE**
Thinking, Collaborating, Questioning
- Is there a strong argument?
- Have you made clear points backed up with evidence?
- Have you presented complex arguments clearly?
- Do you have a clear beginning, middle, and end?

**LINGUISTIC**
Vocabulary Acquisition, Lexical Choice
- Does the speech have precise language?
- Do you use formal or informal language?
- Is there a range of appropriate vocabulary?

**EMOTIONAL**
Audience, Engagement, Pathos
- Are you making an impact on the audience?
- Is the speech given with energy and 100% commitment?
- Are you connecting with the audience?
- How have you taken risks (i.e. using humor, surprise) in your speech?
Group Configurations

- Nest (x1)
- Pairs (x2)
- Trios (x3)
- Circle (x6 or x12)
- Onion (x6)
- Coaching Onion (x12)
- Traverse (x12)
Discussion Guidelines

We always respect each other’s ideas.

We are prepared to change our minds as we learn.

We clarify, challenge, summarise, and build on each other’s ideas.

We invite others to contribute by asking questions.

We demonstrate proof of listening.

We speak in complete sentences.

SPEAK—LISTEN—LEARN
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Example</th>
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<tbody>
<tr>
<td>Surgeon</td>
<td>Asks probing questions to go deeper into responses.</td>
<td>What is it about...that makes you say...? Can you tell us a little more...? Justify what you have said... Please show us the evidence...</td>
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<tr>
<td>Builder</td>
<td>Develops others’ answers.</td>
<td>That was a good point...it could also... I would like to add... Yes, and then you could... Ok, but don’t you think... Previously we spoke about... I would like to pick up on...</td>
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<tr>
<td>Summarizer</td>
<td>Summarizes the overall discussion in brief. Rounds up points so far.</td>
<td>Am I right in thinking...? Are you saying...? Have I got that right? Are you saying...? So are we supposed to be...? So that suggests... So we don’t understand about the bit...</td>
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INDIVIDUAL ACCOUNTABILITY:
Self & Group Assessments
Peer Feedback
Teacher Feedback

<table>
<thead>
<tr>
<th>Linguistic</th>
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<tbody>
<tr>
<td>formal academic language</td>
<td></td>
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<tr>
<td>specific vocabulary in context (if assigned)</td>
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<tr>
<td>Cognitive</td>
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<td>building on the views of others</td>
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<tr>
<td>summarizing</td>
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<td>maintaining focus on task</td>
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<tr>
<td>giving reasons and evidence to support views</td>
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<td>critically examining ideas and views expressed</td>
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<td>Social &amp; Emotional</td>
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<td>turn-taking</td>
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<td>listening actively and responding appropriately</td>
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Resources for Prompts

Project Tahoe [http://projecttahoe.org/](http://projecttahoe.org/)
- One Pagers
- Visual Analysis
- Choose a DBQ source for a talk task

Stanford History Education Group [https://sheg.stanford.edu/](https://sheg.stanford.edu/)
Listenwise [https://listenwise.com/](https://listenwise.com/)
ABC-CLIO (go through WCSD website – Library Services)
Google Arts & Culture [https://www.google.com/culturalinstitute/beta/](https://www.google.com/culturalinstitute/beta/)
Drawing Conclusions & Taking Informed Action
Questions