

Linking Oracy to Inquiry

Grades 7-12

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NNCSS - FEBRUARY 3

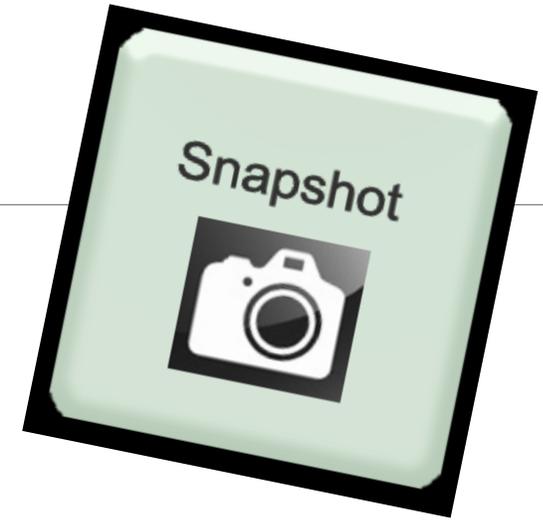
SESSION #3 1:35 – 2:25

Today's Session

Review: Background on talk tasks

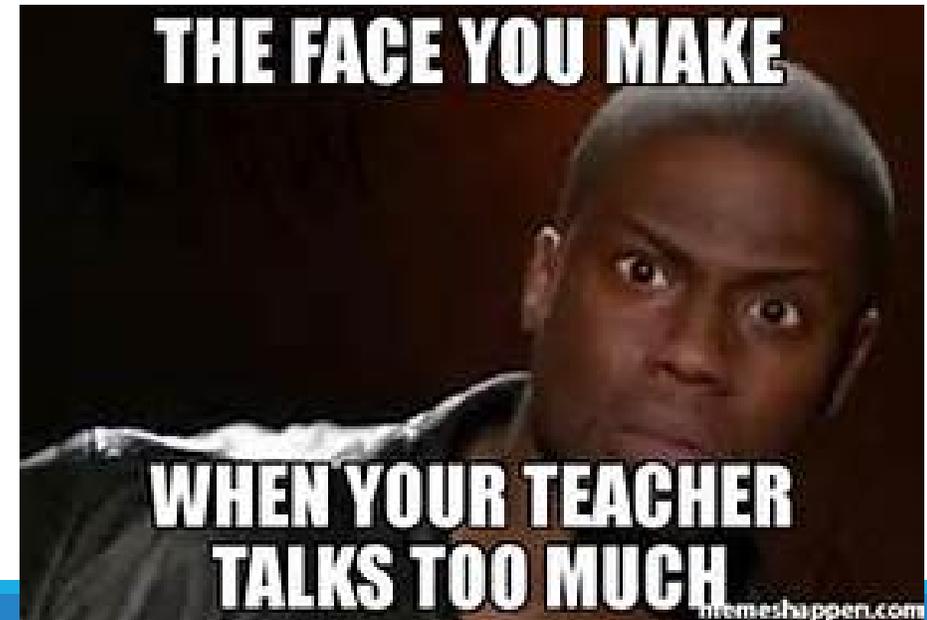
Engage: As a learner

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



COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS

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 Great Awakening

- *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.*

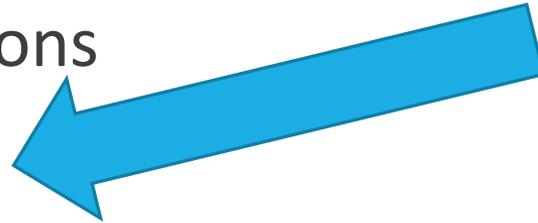
How might this look different
for your students?



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?

ORACY:

**THE ABILITY TO COMMUNICATE EFFECTIVELY
USING SPOKEN LANGUAGE.**



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?



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?

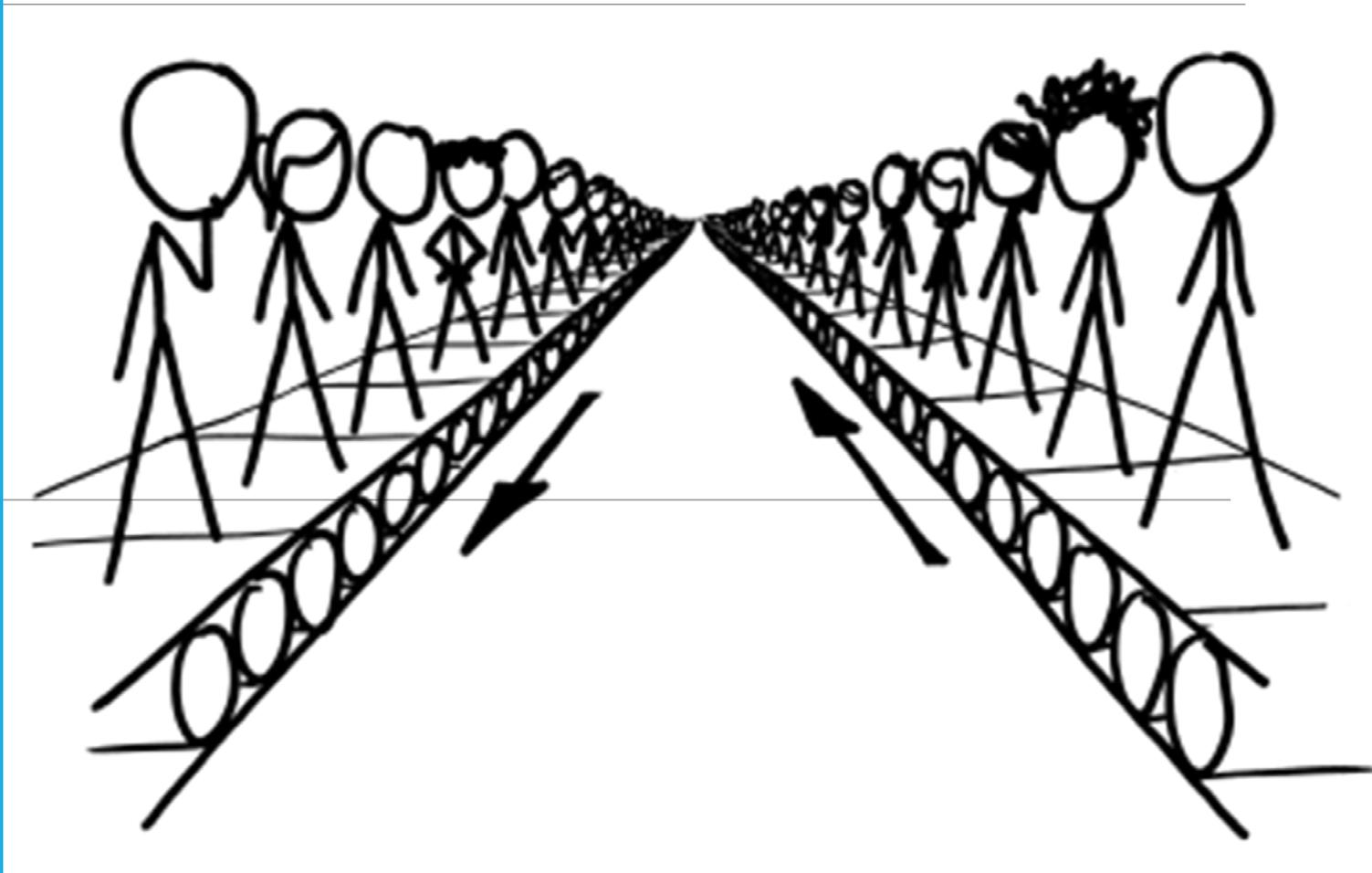


Lewis Hine with Michael McNelis, 8-year-old newsboy. Michael had just recovered from his second attack of pneumonia. He was found selling papers in a rainstorm. Philadelphia, Pa.



Talk Task #3

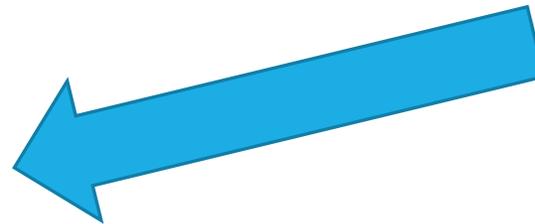
Traverse



Talk Tasks in Your Classroom

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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?



Physical

Voice

- Fluency & pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questions/ing
- Summarising

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

Group Configurations

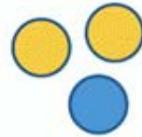
Nest (x1)



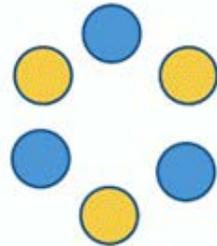
Pairs (x2)



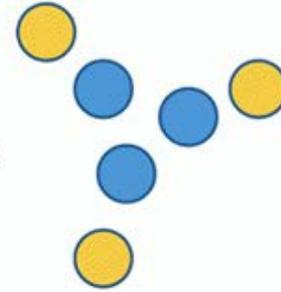
Trios (x3)



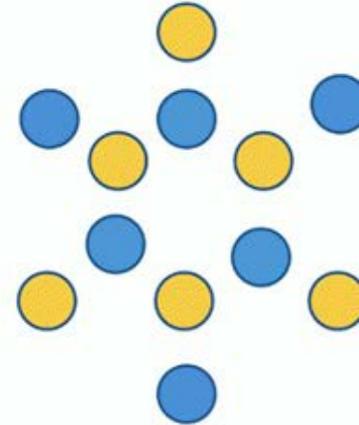
Circle (x6 or x12)



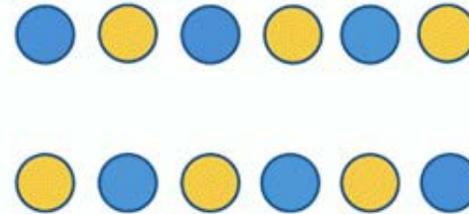
Onion (x6)



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, summarize, 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

Speaking & Listening Roles

 <p>Surgeon</p>	<p>Asks probing questions to go deeper into responses.</p>	<p>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...</p>
 <p>Builder</p>	<p>Develops others' answers.</p>	<p>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...</p>
 <p>Summarizer</p>	<p>Summarizes the overall discussion in brief. Rounds up points so far.</p>	<p>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...</p>



INDIVIDUAL ACCOUNTABILITY:
 Self & Group Assessments
 Peer Feedback
 Teacher Feedback

Linguistic	
formal academic language	
specific vocabulary in context (if assigned)	
Cognitive	
building on the views of others	
summarizing	
maintaining focus on task	
giving reasons and evidence to support views	
critically examining ideas and views expressed	
Social & Emotional	
turn-taking	
listening actively and responding appropriately	

Resources for Prompts

Project Tahoe <http://projecttahoe.org/>

One Pagers

Visual Analysis

Choose a DBQ source for a talk task

Stanford History Education Group <https://sheg.stanford.edu/>

Pew Research Center <http://www.pewresearch.org/>

Listenwise <https://listenwise.com/>

ABC-CLIO (go through WCSD website – Library Services)

Google Arts & Culture <https://www.google.com/culturalinstitute/beta/>

Drawing Conclusions & Taking Informed Action



Questions

