

9<sup>th</sup> ELA Instagram  
Classroom

Teacher: Okay everybody. Okay, [inaudible 00:00:05] [crosstalk 00:00:07] yes? [crosstalk 00:00:09] we're going to do something a little bit different today. Yesterday we left off talking about having you guys group up, right, and thinking about an Instagram name, and I didn't tell you what we're going to do, right, and now we're here. What we're going to do today is we're going to do an activity called [crosstalk 00:00:30]. All right? You should have in front of you your Springboard book. Everyone of you, yes?

Student: Yes.

Teacher: Yes.

Group: Yes.

Teacher: Okay. All right. Let's take a look at the objective. Read it to yourself first and then we're going to go over it. Okay, so these objectives are exactly the same as your [inaudible 00:01:09] descriptor; it's the same thing. We're going to do it a little bit differently today. We're going to incorporate some new school and old school stuff, trying to incorporate that to make it our own. [crosstalk 00:01:23] Okay? We're going to incorporate new school and old school. All right? We are going to identify [crosstalk 00:01:33] circle, what your social and your [inaudible 00:01:35] in the setting, writing and publication of the novel, To Kill A Mockingbird. Of course, at the end our goal is to summarize what we just saw. Okay? Somebody tell me what you think this means, this one. What are we going to do? Anyone? [inaudible 00:01:57]

[00:02:00]

Student: We're identifying a story [crosstalk 00:01:59]

Teacher: In other words, in other words ...

Student: We're going to go over the book and identify different [inaudible 00:02:09]

Teacher: Okay. Somebody else. What are we going to do here? Yes?

Student: Analyze it.

Teacher: Analyze it. [crosstalk 00:02:18] Okay. All right. We're not going to do anything with the book just yet. Right? We're not reading it yet. Yesterday we finished the [inaudible 00:02:31] reading unit. We're going to start going into the novel, To Kill A Mockingbird. Some of you know a little bit about this story, some of you may not, but what we're going to do today is we're going to explore the setting. What is happening in that time period when it was written and also when the setting of that time, To Kill A Mockingbird, when it was written is a different time and then of course the setting of the story. Okay? Then we're going to summarize it at the end. Before we do that, let's take a look at this word.

Student: Context. [crosstalk 00:03:10]

Teacher: You know that? Okay, go, tell us. What do you think that means?

Student: It analyzes the context, what [crosstalk 00:03:18], the words.

Student: Of what? [crosstalk 00:03:21]

Teacher: What else?

Student: It's actual words [inaudible 00:03:36].

Teacher: Actual words. Somebody else? Yes?

Student: Vocabulary.

Teacher: Vocabulary. What does it mean to know the context of something?

Student: You know the back story of it.

Teacher: Back story. What else?

Student: What they're saying, understand it.

Teacher: Okay, know what they're saying and understand it. Yes?

Student: What's going on.

[00:04:00]

Teacher: What's going on. Okay. It is important to know context in order to know what's going on, understand the background information. Yeah, it's very important. Before we start reading, *To Kill A Mockingbird*, we're going to take a look at some pictures. Okay? [inaudible 00:04:15] Yes. We're going to take a look at our pictures and then we're going to come up with an idea, okay, what was it like back then when it was written and when the setting was. Right? Okay.

Here's our direction. I'll show you some examples because you guys are my last period of the day ... What you're going to do is you're going to come up with an Instagram name, right, Instagram name. Some of you guys are, you guys, this is your world. You have an Instagram account ... Maybe somebody in your group did not have one and if your group member doesn't have one, I will allow you to actually pull out your phone ...

Student: You don't have one.

Teacher: Okay, or somebody [crosstalk 00:05:08] look at your Instagram account and like you

[00:06:00] forgot, "Oh, I know I used to [crosstalk 00:05:16]", but just your impression [crosstalk 00:05:18], what does an Instagram page look like? Right? [crosstalk 00:05:23] You guys have your name [crosstalk 00:05:27]. This is what's going to happen. Okay? You're going to come up with your name. I'm going to give you a page. Wow! [crosstalk 00:05:44] It's going to be your Instagram page. [crosstalk 00:05:55] [Hugo 00:05:54]. Yes. Okay? You are actually going to look at your Springboard book on page one seventy-four. Okay? You are going to get a picture and that is the picture you're going to work with. Okay? [crosstalk 00:06:13] You are going to create a picture. You're going to create a caption of that picture as if you are going to [crosstalk 00:06:21] it. All right? Okay.

Huh? What could my Instagram [inaudible 00:06:29] with the time given. You are going to do old school with the mentality of new school and technology, using [inaudible 00:06:37]. You're going to create a page. Let me show you an example. [crosstalk 00:06:46] They came up with their name. Right? It says [Elgato 00:06:56]. You will have a picture. Right? Eventually you will write your caption and then we're going to post it. That means we're going to pass it around. Right? Then we will [crosstalk 00:07:16] their feed will get this and you guys will comment on each others. [crosstalk 00:07:22]

Student: Can we like it miss?

Teacher: You can like it. [crosstalk 00:07:32]

Student: I'm going to change the number to two million [crosstalk 00:07:39]

Teacher: Okay. Yes, question [crosstalk 00:07:44]

Student: How would you [crosstalk 00:07:49]

Teacher: You will put a heart [crosstalk 00:07:51]. You can just put your heart [crosstalk 00:07:56]  
[00:08:00] You're going to know in your [inaudible 00:08:00]. Yes?

Student: Can we put emoticons?

Teacher: Yes you could, too.

Group: What?

Teacher: Put emoticons, too.

Student: Emojis.

Teacher: Emojis. [crosstalk 00:08:07] Before we begin, before I give you your page ... Yes, I know you guys are excited ... I want you to turn to page one seventy-four first so I can [crosstalk 00:08:28]

Student: They're so cool. [crosstalk 00:08:33]

Teacher: Look at page one seventy-four. This is where Springboard will come in. I want you to jot down your ideas there. Somebody tell me, what does the first block ask you to do?

Student: A lot?

Teacher: What is the first lot [inaudible 00:08:47] [crosstalk 00:08:49] number. This is how we're going to mix it up a little bit. There's no number. You want to title it based on their Instagram name. Okay? The picture, for example, if you had this one it would be, oh, [inaudible 00:09:07]. That's the identification [crosstalk 00:09:10]. Okay? Then, what is the next block What's the next [crosstalk 00:09:12]?

Group: Observation.

Teacher: Observation. What do you think you guys should put in the observation?

Student: Observations. [crosstalk 00:09:21]

Student: What you observe.

Teacher: What you observe. Good. Okay. What about the next block?

Group: Reflections.

Teacher: What do you think the reflections will be about? [crosstalk 00:09:30] Okay, your response, your emotions here. What is the last block?

Group: Questions.

Teacher: Questions. Right? I want you guys to pose any questions that arise as you're looking at your picture, level one, two or three. Okay? Then you "make a passion", put your passion on. When you're ready to post, raise your hand because I will [inaudible 00:09:53] it manually, right, because that [inaudible 00:09:56], we'll go ahead and give it to somebody. Got it?

[00:10:00]

Group: Got it.

Teacher: Okay. You guys will be ... The first thing you want to do is put in your Instagram name on the [crosstalk 00:10:05]. Okay? Don't worry about everything else. I know you guys want it to be all pretty, I get that. Okay. For the purpose of today, I do want to focus on having us posting already and then ... Got it? All right, here we go. [crosstalk 00:10:32] Go

[00:12:00] ahead and put your name here. [crosstalk 00:11:12]

[00:14:00]

Student: Name and address [crosstalk 00:12:31]

Teacher: Who is ready to post?

Student: Not yet. [crosstalk 00:24:00]

Teacher: Almost there. [crosstalk 00:24:04]

Student: Black and white. Black and white [crosstalk 00:24:07]

Teacher: ... ready to post. Anybody ready to post?

Group: No. [crosstalk 00:25:34]

Teacher: Their WiFi is faster than yours. [crosstalk 00:25:37]

[00:26:00]

Student: I'm going to try my best to draw an emoji. [crosstalk 00:25:41]

Student: It sucks to [crosstalk 00:26:05]. I'm sorry what? [crosstalk 00:26:08]

[00:28:00]

Student: Okay, so why did they choose to parade around [crosstalk 00:27:00]

Student: I don't know, I just [crosstalk 00:28:09]

Student: I want you ... After this [crosstalk 00:28:17]

Teacher: I know you guys are ready to post.

[00:30:00]

Student: Wait! What is [crosstalk 00:28:25]

Student: Hashtag, I wish I was [crosstalk 00:30:16]. I wish I was [crosstalk 00:30:19].

Teacher: Yay! We have one posting up. [crosstalk 00:30:34] ... see your feed. Here you go. [crosstalk 00:30:40]

Student: A great day for fine dining [crosstalk 00:31:07]. Yeah, so their name is [crosstalk 00:31:22]

[00:32:00]

Teacher: All right, here's a post. Ready? [crosstalk 00:31:59] Who is ready to post? [crosstalk 00:34:25]

[00:36:00]

Student: Oh, it's something that Student isn't going to get to eat. That's [crosstalk 00:34:39]

Student: You're trying to do the angry [crosstalk 00:35:01]

Teacher: How are we doing here? [crosstalk 00:35:28]

Student: I don't think we need to add anything [crosstalk 00:35:37]. Yeah, it is. [crosstalk 00:35:40] Yeah, because they have a different [crosstalk 00:35:45] See, other people [crosstalk 00:35:54].

Student: Maybe we should just put it in parentheses down here [crosstalk 00:36:52] Wait, yeah, we'll just put it in here. [crosstalk 00:36:54]

Teacher: No, the WiFi is up. [crosstalk 00:37:18] WiFi up. WiFi up.

Student: Wow! [crosstalk 00:37:27]

Student: Let's just hope that it's nothing [crosstalk 00:37:30]

[00:38:00]

Student: Wow! That's a lot of lights. [crosstalk 00:37:34]

[00:40:00]

Student: Yes. [crosstalk 00:38:10] That was Jason's idea. [crosstalk 00:38:12]

Teacher: What do you think it is?

Student: Huh?

Teacher: What do you think?

Student: It [crosstalk 00:40:20] racist. I was thinking more like it wasn't really that racist because the [crosstalk 00:40:25]

Student: We have a question. [crosstalk 00:40:59]

Student: Why do you think I don't like [crosstalk 00:41:33]?

Student: I'm trying to think of another one. [crosstalk 00:41:54]

[00:42:00]

Student: Do you see that? Do you know what he has? A mouse. [crosstalk 00:41:59]

Student: Here you go. [crosstalk 00:42:03]

Student: We didn't make ... I wish we had the strawberry [crosstalk 00:42:23]

Teacher: Post? Oh, ready to post. Posting. [crosstalk 00:42:31] So cute! [crosstalk 00:42:35]

Student: Okay, I made up a caption [crosstalk 00:42:53]

Teacher: Oh, what's your caption?

Student: It's not ours. [crosstalk 00:43:01]

Teacher: These are ready. [crosstalk 00:43:06] But, what are the questions?

Student: No, no. What if you were the only white guy in this classroom, in the, guy in [crosstalk 00:44:00] 00:43:36]?

Student: I think one of the questions should be, how does a present leader relate to [crosstalk 00:44:08]

Student: Why are you smelling my jacket? [crosstalk 00:44:11]

Student: I remember. Okay, [crosstalk 00:44:18]

Student: No connection. [crosstalk 00:44:26]

Student: It was ... Could that also [crosstalk 00:44:33]

Teacher: Post? [crosstalk 00:44:39] Posting. [crosstalk 00:44:40] I'm so sorry. [crosstalk 00:44:41]

Student: Our question was [crosstalk 00:45:26], how does ... This situation has to relate to [crosstalk 00:46:00] 00:45:37] I put that it was [crosstalk 00:46:02] Got it? Then what was the question to the [crosstalk 00:46:42] if they were to [crosstalk 00:46:47], if this picture is based on [crosstalk 00:46:49]?

Student: Just write what I said earlier, "How does this display racism?"

Student: If this picture was taken [crosstalk 00:47:08]

Student: The internet is buffering. [crosstalk 00:47:16] No, WiFi is. It's not mine. This is yours. [crosstalk 00:47:19]

Student: Hey, get off my WiFi guys.

Student: Huh? [crosstalk 00:47:26]

Teacher: Ready to post? Posting.

[00:48:00]

Student: That's a broken heart. [crosstalk 00:47:37]

Teacher: Okay, loading? Loading. [crosstalk 00:48:16]

Student: ... I've got to change my provider, my 3G sucks.

Student: AT&T sucks. [crosstalk 00:48:28]

Student: ... we'll just upgrade it to 4G [crosstalk 00:48:38]

Student: Loading. Loading.

Teacher: Loading. [crosstalk 00:48:44]

[00:50:00]

Student: Why am I the only one making [crosstalk 00:49:01]?

Student: We need to come up with ... What's another factor [crosstalk 00:50:01]

Teacher: Anybody else who has a post? [crosstalk 00:50:05] Here you go. Ready? [crosstalk 00:50:30] ... not posting yet guys. Okay, are you ready to post?

Student: Yeah, we're ready [crosstalk 00:50:38] We did that one. [crosstalk 00:50:41] Thank you. Oh, this is new. He won't go to school but [crosstalk 00:50:49]

Teacher: Okay you guys. [crosstalk 00:50:57] your last comment. It sounds like we are almost, we are posting [crosstalk 00:51:05] for some people. [crosstalk 00:51:08]

Student: You know what our next cover should be? [crosstalk 00:51:39] Nicholas Cage [crosstalk 00:51:42] I'm sorry, I'm not getting any [crosstalk 00:51:58] my 4G [crosstalk 00:52:01]. We need as much as we can. [crosstalk 00:52:44] We need to [crosstalk 00:52:51]

[00:52:00]

Student: I know, right? [crosstalk 00:53:13]

Teacher: ... finishing up you guys. I'm going to give back your page. Okay? [crosstalk 00:53:27]

Student: Mobile Princess, you know that ... I think that's [crosstalk 00:53:39]

Student: Are you guys Mobile Princess? [crosstalk 00:53:39]

Teacher: ... could I have you guys get back [crosstalk 00:53:46] can you guys meet up and give [crosstalk 00:53:49]

[00:54:00]

Student: Mobile Princess. We should've picked [crosstalk 00:54:23]

Teacher: Hello? [crosstalk 00:54:32] Okay. [crosstalk 00:54:50] Okay class. [crosstalk 00:54:54] Are you guys excited about the comments?

Group: Yes.

Teacher: Yeah? Okay [crosstalk 00:55:01] Once again, I know you guys are excited and that's good. You guys are getting the feedback [crosstalk 00:55:20]. Can you guys mentally shut down your [inaudible 00:55:27]?

Group: Ah!

Student: Log out.

Teacher: Lot out. [crosstalk 00:55:31] Log off mentally. Okay? [inaudible 00:55:37] for now, all right? As you're looking at your comments, I hear a log to giggling, I hear a lot of comments. Why? Can you guys tell me a little bit what's happening here? Yes?

Student: The user names are really silly. [crosstalk 00:55:53]

[00:56:00]

Teacher: Okay. [crosstalk 00:55:59] Go ahead Tonya.

Student: The pictures that are interesting.

Teacher: The pictures are interesting. We're going to talk about that pretty soon. Some of the comments [inaudible 00:56:10] because they're commenting [crosstalk 00:56:11]. What's so funny? What are you guys finding [crosstalk 00:56:16]? Yes? [crosstalk 00:56:19]

Student: ... use the emojis that are nowadays [inaudible 00:56:22].

Teacher: Oh okay. [crosstalk 00:56:24] you understand each other's captions. Yes. I needed to learn a little bit about some of your hashtags and I don't know what S-M-H is. I thought [crosstalk 00:56:42] ... that's appropriate. Yes, [crosstalk 00:56:53]. Thank you.

Student: Shake my head [crosstalk 00:56:55].

Teacher: All right. [crosstalk 00:57:02] You [crosstalk 00:57:04] each other [crosstalk 00:57:07]. However, you guys ... This was the [inaudible 00:57:11] modern time but modern time period and why you guys use your language just to express what you guys saw, but actually these were [inaudible 00:57:19] pictures and there was something going on here. You didn't need to know exactly the context of it, you didn't need to know what's happening. You guys obviously made some great references. You questioned. Right? That was the point of it. You guys did very well. It sounded like you guys had fun just commenting each other.

This is something that I want you guys to think about but before we discuss this, okay, this is our end objective is, what have you learned about the context of the setting, writing and publication, To Kill A Mockingbird. Before we do this, anybody want to share

[00:58:00] their Instagram page and what was written? [crosstalk 00:58:04]

Student: We logged out. Log back in. [crosstalk 00:58:06]

Teacher: ... we will have a chance [inaudible 00:58:26]. Savannah, we want you to be an example so please follow, the rest of you, please listen. This is what I want you to do. I want you to share your name, your Instagram name, describe the picture, maybe some of the questions you guys had, your comments and then share what the rest of the world said about your [crosstalk 00:58:50]. Okay?

Student: When we read the word we only need to [crosstalk 00:58:50]

Teacher: Yes. Okay, go ahead. Tell us, show us your picture and describe it.

Student: Okay, our user name is G [Portal 00:59:04]. In this picture we got or we see a whole bunch of Caucasian or white kids and this one African-American sitting there. Our comment, or we commented or captioned it as, First Day At A All White School [inaudible 00:59:29]. Hashtag, all eyes on me, all eyes on me and hashtag, [inaudible 00:59:38].

Teacher: Okay. Can you read some of the comments? [crosstalk 00:59:41]

Student: [01:00:00] The comments we got from [inaudible 00:59:46]. They put hashtag, that's racist, hashtag, equality. Then from [inaudible 00:59:56], or whatever, they put hashtag, [inaudible 01:00:01] all kids should be treated equal, with a broken heart.

Teacher: Oh, broken heart. Okay. All right. Give me one question that you guys had when you had that picture.

Student: One of our questions was, is this after the [inaudible 01:00:15]?

Teacher: Did you guys hear that?

Group: Yeah.

Teacher: Was this after [crosstalk 01:00:20]. Okay, thank you. All right. Did you hear the example? [crosstalk 01:00:29] Okay. [inaudible 01:00:33] go ahead. Okay.

Student: Our user name was, at The Three Musketeers. We said, our caption was, Held Against Our Will.

Teacher: Why don't you describe [crosstalk 01:00:55] first picture ...

Student: Student can describe the picture. [crosstalk 01:01:00]

Student: ... describe it. [inaudible 01:01:04] facing the wall why they were [crosstalk 01:01:07].

After people were facing the wall and leaning down and running away in the water [inaudible 01:01:16].

Student: Facing the wall and the people are spraying something at them. We think it's water. She thought it was pepper spray. [crosstalk 01:01:23]

Teacher: Okay, let's acknowledge that. That was a good question. Why would [crosstalk 01:01:31] with the water? Tell us what your caption is?

Student: Our caption was, Held Against Our Will, water and sad face, hashtag, what, hashtag, racism hundred. [crosstalk 01:01:50]

Teacher: The next [crosstalk 01:01:57]

[01:02:00]

Student: At [inaudible 01:02:02]. Says, what has the world come to? Sending all our love [inaudible 01:02:06]. Come to [inaudible 01:02:11], with a crying emoji and the shock face. [inaudible 01:02:21] He's supposed to be [crosstalk 01:02:21] Okay. [crosstalk 01:02:25]

Teacher: ... other comment?

Student: I'll say it. At [inaudible 01:02:26] [crosstalk 01:02:35] stop racism. [crosstalk 01:02:43]

Teacher: ... say that one more time.

Student: Pure disrespect, hashtag, stop racism. [crosstalk 01:02:50]

Student: Okay, our user name is, The, underscore, [inaudible 01:03:15], underscore, and our picture is at a diner where you see an African-American male sitting at a table. If you look in the background you see this Caucasian guy kind of looking [inaudible 01:03:28] toward the guy and the lady, we said that she looked a little surprised to us [inaudible 01:03:37].

Student: Then our caption was, A Great Day For Fine Dining [inaudible 01:03:41] are too judgmental.

Student: For our comments, we had from [inaudible 01:03:45], hashtag, rude people need to learn that we all are one nation and shouldn't be judged on our color, with three emojis. [01:04:00] Then from [Alphas 01:04:03], just because he's a different color doesn't mean he should feel different. We are the same on the inside, hashtag, freedom, hashtag, equality, hashtag, united we stand.

Teacher: That was nice. Nice job you guys. [crosstalk 01:04:17] All right.

Student: Our user name is [inaudible 01:04:34].

Student: Then the picture is showing [inaudible 01:04:44] in front of a liquor store and they're holding signs that has to do with equal rights.

Student: Our caption is, Woman [inaudible 01:04:54] Equal Rights [inaudible 01:04:58].

Student: [inaudible 01:05:04] said, [inaudible 01:05:05] with the rolling eyes emoji. The Outsiders said, go women, [inaudible 01:05:14] our rights, with a fist emoji and the POW emoji.

Student: [inaudible 01:05:23] said [crosstalk 01:05:29]. Then [inaudible 01:05:31] said, hashtag, [inaudible 01:05:33] [crosstalk 01:05:37]

Teacher: Okay, last group. [crosstalk 01:05:41]

Student: Yay!

Teacher: Where you going over here?

Student: I'm so sorry.

Teacher: Okay, last group.

[01:06:00]

Student: Okay, our user name is , I don't know how to say it, [inaudible 01:06:04]. Oh, okay.

Student: Our picture shows these [inaudible 01:06:08] little kids have different ethnicities and all that [inaudible 01:06:12].

Student: Our caption is, hashtag, [inaudible 01:06:17] glad to see this group of kids having fun [crosstalk 01:06:21] their differences.

Student: Okay. At I love kids underscore says, so cute. I love this and at [inaudible 01:06:32] said, this is so beautiful to see the [inaudible 01:06:35] emoji [inaudible 01:06:41].

Student: Then Z71 [inaudible 01:06:44] said, great to see all these amazing kids smiling as one, with a heart. [inaudible 01:06:51] Then, the Three Musketeers said, boys just want to have fun, LOL, with a smiley face and said, [inaudible 01:07:00]. [crosstalk 01:07:05] [inaudible 01:07:11] said, smiles that brighten the world with a, that [inaudible 01:07:17]. The Outsiders said, so cute, they'll change the world one day, with a heart and a kissy face. [crosstalk 01:07:25]

Teacher: Okay, good job you guys. Okay, thank you for [crosstalk 01:07:30] a lot of what was happening. Let's wrap it up. What do you think, what is the context of the setting and writing? What was happening [inaudible 01:07:42] shared and thank you for that. Thank you for volunteering and being so excited about sharing what you did. I think those pictures actually captured a lot of different things happening during that time period,

[01:08:00] and we shared some of those. What did you think? Go ahead. [inaudible 01:08:05] Okay, so, we have that sense of fighting for [inaudible 01:08:08] opinion.

Student: I think racism is a really bad issue.

Teacher: Okay, racism was an issue, yes.

Student: Discrimination.

Teacher: Discrimination was an issue. What else? Yes? [inaudible 01:08:17]. Racial segregation. What else? [inaudible 01:08:21] Feminism. Nice. Okay. Anything else? Yes?

Student: Poverty.

Teacher: Poverty. Okay. Nobody picked that one, right. Who did the poverty one? Make it quick. Who had the picture of the poverty? Oh, you did. You guys. Okay. Yes, it was the picture of the woman and the [inaudible 01:08:40]. Correct? What else is happening here? We have poverty, we have racism, we have segregation. Well we ended with something good, that [inaudible 01:08:51], showed us a picture. What else was happening? Why have that picture? It was part of that time period and everything that was said, it was a lot of negativity but we ended with a positive [inaudible 01:09:05] especially with the comments. What do you think was happening then?

Student: There was difference within [inaudible 01:09:12] and lifestyles.

Teacher: Okay. What else is happening? What do you think was happening in addition to everything else? Poverty, segregation [crosstalk 01:09:22], feminism. What else is happening?

Student: I think people were trying to get ... As they're trying to get their civil rights, maybe that picture that shows [inaudible 01:09:36].

Teacher: Okay, good. Maybe something good did come out of all of this stuff. Right? Yes, this is all of our inferences. I didn't ask you to do any research, that will be later. All right. We needed to get a sense of what is, To Kill A Mockingbird, going to be about. Is it going to be about all of this stuff? There is a story behind it, but all of the emotions that you guys actually related to with these really old pictures ... Same. Same things happening, the sadness, the anger, some of you guys have in there, hashtag, not cool, or whatever it may be. [inaudible 01:10:17]. I like that. [crosstalk 01:10:22] displeasure because of the situation or the [inaudible 01:10:26]. Keep that in mind when we start to [inaudible 01:10:29] a little bit more complex that it's not just the words or sometimes you'll think like, "I don't know the [inaudible 01:10:35] of that. I'm not ... It's too hard." Just think that these are [inaudible 01:10:39]. Okay? Good job. Good job with doing your Instagram posts. I will post this [inaudible 01:10:47], in the classroom. [crosstalk 01:10:50] We should make a what?

Student: Instagram page.

Teacher: Oh, we should make a whole Instagram feed [crosstalk 01:10:58].

Student: That would be cool.

Teacher: You guys want an Instagram feed?

Student: Yeah.

Teacher: What? Do you guys want to just go and comment [crosstalk 01:11:06]

Group: Yeah.

Teacher: Smart. [crosstalk 01:11:10] All right. Good job. Does anyone have any questions? Kind of be in that frame of mind when you start reading, *To Kill A Mockingbird*, that once we, once it gets a little bit difficult, think about the pictures that we saw, think about the emotions and [inaudible 01:11:29]. Okay? All right. [inaudible 01:11:34] everybody. Please give me your post. Start cleaning up. Make sure you guys put your Springboard away. [crosstalk 01:11:45]