

9th ELA Instagram
Main

Teacher: Okay everybody, so it's Friday. Let's get this over with, yes? We are going to do something a little bit different today. Yesterday we left off talking about having you guys group up and thinking about an Instagram name. I didn't tell you what we are going to do and now we are here. What we are going to do today is we are going to do an activity called picturing the past. You should have in front of you, your Springboard book. Every one of you, yes? Yes. Yes.

Student: Yes.

Student: Yes.

Teacher: Let's take a look at the objectives. Read it to yourself first and then we are going to go over it. These objectives are exactly the same as you have in the Springboard, it's the same thing. We're going to do it a little bit differently today. We are going to incorporate some new school and old school stuff, trying to incorporate that to make it our own. Huh?

Student: [inaudible 00:01:20] old school math.

Teacher: Okay, well we are going to incorporate new school and old school. We are going to identify the historical, cultural, social and geographical context of 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. Somebody, tell me what you think this means, this one. What are we going to do, in your own words? What are we going to do?

Student: You are identifying historical, cultural, social [crosstalk 00:02:00].

[00:02:00]

Teacher: Thank you, in other words...

Student: We are going to go over the book and identify different parts of it that we could [inaudible 00:02:10].

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

Student: Analyze it.

Teacher: Analyze, yeah, magic word. We always do that. Anything else? All right, so we are not going to do anything with the book just yet. We are not reading it yet. Yesterday we finished the closed reading unit, we are 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. What we are going to do today is, we are 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, of then course the setting of

story is a different time.

Then we are going to, we are going to summarize it at the end. Before we do that, let's take a look at this word, what does that ... you know that word, okay go! Tell us! What do you think that means?

Student: It's analyzing the context what is it ... the words.

Student: The diction.

Teacher: Diction. Tell me, what does diction mean? How does diction and context ...?

Student: Choice of words.

Teacher: The choice of words. What else?

Student: It's like the actual word of somebody else.

Teacher: The actual word of somebody else. Yes.

Student: Vocabulary.

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

Student: To know the back story of it.

Teacher: Back story. Student, What else?

Student: Know what they are saying and understand it.

Teacher: Okay, know what they are 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, to understand the background information, yes very important. Before we start reading *To Kill a Mockingbird*, we are going to take a look at some pictures. Yes, so we are going to take a look at pictures and then we are going to come up with an idea, okay what was it like back then, when it was written and when the setting was?

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

someone in your group, you guys can look at your Instagram account ...

Student: I forgot my user name.

Teacher: Like you forgot ... Oh I know I just looked at it lunch time, but just to refresh your memory, what does an Instagram page look like? You are going to do that. You guys have your name, you've thought about it.

Student: [inaudible 00:05:27].

Teacher: Yes okay, not yet, we're not going to share yet. Okay no sharing yet. This is what's going to happen, you're going to come up with your name. I'm going to give you a page. An actual page, literally. Wait.

Student: Pun intended.

Teacher: No it's not pun, yes it is an actual page, it's going to be your Instagram page.

Student: Instagram feed.

[00:06:00]

Teacher: You will, yes. You are actually going to look at your Springboard book on page 174. You are going to get a picture and that is the picture you're going to work with. That is the picture you're going to work with. You are going to create a picture and you're going to create a caption of that picture as if you are going to post it. Okay, so huh, what would my Instagram page ...? Of course, with the time given you are going to do old school with the mentality of new school, with technology using your pencil.

You're going to create a page, so let me show you an example. Let's look at this one. They came up with their name, this one, it says, [el-gut-oh 00:06:57]. You will have a picture, eventually you will write your caption and then we're going to post it. That means I'm going to pass it around and then they will then, in their feed, will get this and you guys will comment on each other's. Got it.

Student: You are so cool, miss.

Student: #BFF's.

Teacher: You can do hashtags too. You can like it, of course.

Student: You can draw a heart.

Teacher: You can like it or not like it. Whatever.

Student: [inaudible 00:07:38].

Teacher: That is correct. Yes, question first, clarification.

Student: How would you indicate

Teacher: Okay I'm sorry, I can't hear [Student00:07:46].

Student: How would you indicate that you like it?

Teacher: You will put a heart.

Student: [inaudible 00:07:50] hearts.

Teacher: You can just put your heart we don't need to get into technicalities of it but you're going to know on your caption. Yes.

Student: Can we put emoticons?

[00:08:00]

Teacher: Yes you could do. The emoticons too, whatever you guys want, emojis. All right, before we begin, okay guys, eyes on me. Before we begin, before I give you your page. Yes, I know you guys are excited, I want you to turn to page 174 first so I can ... Let's go over the instruction.

Student: [inaudible 00:08:28].

Teacher: Oh yay.

Student: You're so cool.

Teacher: Look at page 174, 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: Observation.

Student: First block?

Teacher: What is the first block ... No before that one.

Student: Photo number.

Teacher: Photo number, this is how we're going to mix it up a little bit, there is no number. You want to title it based on their Instagram name. The picture, for example if you got this one it would be [el-gut-oh 00:09:07] that's the identification of it. Then what is the next block?

Student: Observation.

Teacher: Observation, what do you think you're going to put under observation?

Student: Observations.

Student: What you observe.

Teacher: What you observe, good. What about the next block.

Student: Reflections.

Teacher: What do you think the reflection will be about?

Student: You reflect on the Instagram.

Teacher: Your response, your emotions to it. What is the last block?

Student: Questions.

Teacher: The questions, so I want you guys to pose any questions that arise as you're looking at your picture, level 1, 2, or 3. Then you make a caption, put your caption on. When you're ready to post, raise your hand, because I will have to do it manually. That's the old school; and I will go ahead and give it to someone else. Got it?

[00:10:00]

Student: Got it.

Teacher: Got it, okay.

Student: Yes.

Teacher: The first thing you must do is put in your Instagram name on the top. Don't worry about everything else. I know you guys want it to be all pretty, I get that, but for the purpose of today I do want to focus on having us post it already and then feedback. Got it? Okay. Here we go.

Student: Oh my god.

Student: Thank you miss.

Student: Look at our post.

Student: We have to comment on this?

Student: Thank you.

Teacher: Thanks.

Student: Look at that page, I don't post any pictures like this.

Student: Thank you.

Student: All right.

Teacher: Go ahead and put your name, your Instagram name first.

Student: Okay, got it.

Teacher: All right. Put your Instagram name first.

Student: Okay.

Teacher: Only yours.

Student: Sorry.

Teacher: Only look at yours.

Student: What if we don't understand it?

Teacher: Put your name on first. What do you mean you don't understand it? The picture? Yeah, so you ... remember you ...

Student: You fill this out now?

Teacher: Correct, yeah, so you do your observation first. It's not about you knowing what it's about.

Student: Number, how do you know what number we are?

[00:12:00]

Teacher: What did I say about the number?

Student: It's your user name.

Teacher: Yeah, your user name.

Student: That's our photo number?

Student: Yeah, our user name.

Teacher: Yes, okay so remember now it's not about you knowing what the picture is about, it's a...

Student: [inaudible 00:12:16] what you see.

Teacher: Correct it's what you see.

Student: Are we putting this one or this one?

Teacher: This one, put your names first. Do you guys have any questions?

Student: No.

Teacher: Put your Instagram name first.

Student: We can put we're against this, right?

Teacher: Yeah.

Student: [crosstalk 00:12:36] picture.

Teacher: Yeah, you can do a picture if you want. No, your Instagram name. Only your caption, correct, yes. As she is doing that, as you guys coming up with a name, why don't you guys, you 2, start talking about what you guys see, your observation and then your question.

Student: They're on the street and they're facing a wall.

Student: It looks like they're throwing up. It looks like they've been abused.

Student: That's water.

Student: Like the police or someone abuses them.

Student: You guys [inaudible 00:13:06] an event before.

Student: Holocaust, that's what it reminds me of, or there was this one time they were trying to go over the wall and then they were ...

Student: Across the border?

Teacher: Who is they?

Student: People.

Teacher: People.

Student: [inaudible 00:13:21].

Teacher: Oh okay, all right. Okay. Go ahead and look at it, write your observation.

Student: Maybe that's like ...

Student: That's water hose.

Teacher: What is your name?

Student: We have no idea.

Teacher: Oh okay, come up with your name. Ooh, are you guys ready? What do you guys see?

Student: We don't know if it's ...

Student: It's children.

Student: Yeah, we don't know if they're natives or immigrants because there's a white girl here too.

Teacher: Okay but you guys know for sure it's children?

Student: Yeah.

Teacher: Okay and what else do you guys see?

[00:14:00]

Student: A riot.

Student: A riot, these kids are depressed because their dad doesn't have a job. That's what ... technically what this sign explains.

Teacher: Okay good, so go ahead and write your observation and then maybe come up with a conclusion. I'm going to come back and ask you guys what are some of the questions that you guys have. Do you have a question right now that came immediately to you when you saw this picture?

Student: When did this occur?

Teacher: Okay when did this occur. Anybody else had a question?

Student: Why are they outside [inaudible 00:14:38] and stuff, fending for themselves on the streets?

Teacher: Okay good, go ahead and write that and I'll come back. What is your name?

Student: [Student 00:14:49].

Teacher: Okay [Student 00:14:50] all right. What do you guys see?

Student: We see ...

Student: A group of kids with mixed ... wait ...

Student: ... with mixed ethnicities and cultures having fun playing in the [inaudible 00:15:03].

Teacher: That is everybody?

Student: Yeah.

Teacher: Okay anything else?

Student: That's all we see.

Teacher: Okay so write down your observation. What is your response to the image?

Student: Response is whether we agree or disagree with it?

Teacher: No just maybe what is your initial response when you see that picture.

Student: I see happiness.

Student: Yeah, I see happiness.

Teacher: Okay good.

Student: Love.

Teacher: You see love, okay. Do you guys have any question right now?

Student: I just wonder when the picture was taken.

Teacher: When it was taken?

Student: When and where.

Teacher: When and where. Okay.

Student: To be exact.

Teacher: Let me see what you guys got? Who are you? You are the out .. the outsiders?

Student: Outsiders, I haven't finished it yet.

Student: Add an R.

Student: I know I forgot it.

Teacher: While she is writing that, what do you guys see?

[00:16:00]

Student: We see people at a diner.

Teacher: What else?

Student: There is an African American right there.

Student: Waitress and then there's a ...

Student: That guy back there he's judging him for just sitting there eating.

Teacher: He's what?

Student: He's judging him technically.

Teacher: He's judging him, why do you say he's judging him?

Student: His face is [inaudible 00:16:20].

Student: His face seems secretly, silently judging him.

Teacher: Okay good, so any other ... What about you Noel, what do you see?

Student: It seems like there is only one black person there, and the rest are white.

Student: That lady doesn't seem to mind that he's there.

Teacher: She doesn't seem to mind. What ... ?

Student: She seems to be taking his order.

Teacher: That leads you to the conclusion she doesn't mind. Okay good any questions that came up? Not yet. Okay I'll come back to you guys with your questions, I know you guys are looking at that picture right now. Hi.

Student: Is this supposed to be back then our caption, or should it be ...?

Teacher: It's whatever you see right now as your caption to be.

Student: Okay so we can say we're seeing this picture nowadays and [inaudible 00:17:21].

Teacher: Yeah, however you ... Why would you post this picture? What would be the purpose of it for you? What are your observations?. Make sure you guys are writing it down. What is your observation. What do you guys see?

Student: Segregation.

Teacher: What leads you to that?

Student: Just from the water fountain, the plate over it that says white only [inaudible 00:17:46].

Teacher: Okay good. What is your response to that?

Student: Student, your turn.

Teacher: What is your response to that?

[00:18:00]

Student: That people didn't accept the fact that they were all equal and they just wanted to stay segregated.

Teacher: Okay good. I'll come back and see what kind of questions you guys have. Okay, all right. Where is your picture? Let me see.

Student: Sorry.

Teacher: Oh you guys are ready for your caption. Are you guys ready for your ...? What are some of the questions that you guys have first?

Student: What year was this ...

Student: Why are they doing it in front of a liquor store.

Student: Lickle.

Teacher: Why are ... okay. What else?

Student: What year?

Teacher: Okay.

Student: Why aren't men holding it, the signs?

Teacher: Why are men holding it?

Student: Why aren't...

Teacher: Why aren't men holding it? That's a good one.

Student: What about is there men that actually fought with them?

Teacher: What are they fighting for?

Student: Equal rights.

Teacher: Equal rights.

Student: ... and pay.

Teacher: ... and pay. Who is they?

Student: Women.

Teacher: Oh women and so your question was, do you think that men would be holding it for them? Is that what you said?

Student: If some men would fight with them, on their side.

Teacher: Some men, on their side. What would your inference be?

Student: I don't know.

Student: Don't you think their husbands would fight for them or something?

Student: That's what I would think, yeah.

Student: Their husbands or their little sons or whatever.

Teacher: You would, right, but why not? Why wouldn't they then? That's an obvious response, why wouldn't they? They should but ...

Student: Maybe they didn't because all the other men would probably put them down or something.

Teacher: Possibility, what else, why wouldn't you stand up for your sister? Oh my goodness, the obvious answer is I would, I'm going to stand up for my sister, but what do you think the other mentality would be? Why not?

[00:20:00]

Student: For the men?

Teacher: Yes.

Student: Maybe they're greedy or something.

Student: Or they don't want women to be superior.

Teacher: Oh so they don't want ...

Student: They don't think women can do the same thing as what guys can do.

Teacher: Maybe okay good, so that's just stemming from that one question that you guys had, so go ahead and write your question and then maybe from that discussion you guys can come up with a caption. When you're ready to post, let me know.

Student: Okay.

Teacher: Yes,

Student: Do we write our caption and observation on here or in here?

Teacher: Your observation, everything here, question here and your caption here.

Student: What page is that on?

Teacher: Hi.

Student: [inaudible 00:20:42].

Teacher: Okay you got ... Okay well let's talk about what you guys see first, your observation. What do you guys see?

Student: There's this line that's separating the white waiting room from the black waiting room.

Teacher: Good, and that's pretty much it, right?

Student: Yeah.

Teacher: What is your reflection and response to that?

Student: [inaudible 00:21:11] what I feel about it?

Teacher: Yeah.

Student: I for example that it's wrong separating ... Wrong of not allowing whites and blacks to be intermixed with one another. I feel that the whites and blacks should be able to be in the same premises and be treated equally.

Teacher: Okay good, what are some of the questions that came up?

Student: Oh, ah, I was wondering why the police were in it because it says, by order police department.

Teacher: You're wondering why ...?

Student: Why would the police do that, they should be fighting for the ... Fighting for the [inaudible 00:21:57] I was wondering why would the police be [inaudible 00:21:59]?

[00:22:00]

Teacher: Your question, was, why would the police have this?

Student: I was wondering, too, it says, they're talking about separating the whites and blacks, so I was wondering if the police would be in the same premises as each other whether they're white or they're black?

Teacher: That's a good question. You're saying that if this is so then would the policemen, would they be separated too?

Student: Yeah.

Teacher: Good questions, go ahead and think about your caption just based on that discussion that we just had.

Student: Thank you.

Teacher: All right, who had a question, yes, are you ready? Okay.

Student: Are all the groups ... When we post it, are all the groups going to like it? Not like it, are they going to see it?

Teacher: Yeah, well I'm hoping. No, not every single group, because of the time that we have.

Student: How many groups because we have to measure ...

Teacher: Yeah, you don't have to worry about that, that's okay. You don't have to worry about it. I'd like to know what is your observation and what is your question about this.

Student: Our observation ...

Student: Wait what is our caption about what this is?

Teacher: Yeah, so let's talk about that and then maybe you can come up with a caption.

Student: Our observations were the woman and then 3 children, ragged clothing and no footwear.

Student: The question that we came up was if they were homeless ... oh sorry, the reflection was, they are poor and have no home.

Student: Our questions were, are they homeless and where are they?

Student: What happened to them?

Teacher: Good questions, okay so what would your caption be? Think about that. Are you guys ready to post?

Student: No.

Teacher: Give me some of your observations.

Student: White ...

Student: Very racist.

Student: Do not want to go to school because black people [inaudible 00:23:50].

Student: Won't go to school with black people and yeah, all the racism.

Teacher: What are some of the questions that you guys have?

[00:24:00]

Student: We're trying to figure that out.

Teacher: The WiFi is not working, oh okay.

Student: [inaudible 00:24:02] Instagram.

Student: Can we put anything as our caption?

Teacher: Are you good? Let's hear what you guys got.

Student: Just 2 decent guys looking for a decent job. #[bo-bar 00:24:11], #yes, #wethemboys.

Teacher: Tell me why you hashtagged it like that. There is reason why. What is [bo-bar 00:24:21]?

Student: [Bo-bar 00:24:25] is me an Alyssa's way of saying if something is really good and [bo-bar 00:24:25] is great.

Teacher: Okay and what is this about.

Student: That is our generation's way of saying great.

Teacher: Okay, so according to these hashtags is this a positive post that you're ...?

Student: Yeah.

Teacher: Yeah, okay right, so are you ready to post?

Student: Shall we post?

Teacher: Do you post? What are some of the questions that you guys had that you should have written down? What are some questions?

Student: It's questions about the picture right?

Teacher: Yeah, anything that would have to do with the page.

Student: We were questioning why they were asking for decent jobs and why they were putting the descriptions on this paper instead of on applications.

Teacher: Oh instead of applications. Okay yeah, so you're saying that why are they pretty much ...

Student: Showing the whole world.

Teacher: Yes, okay that's a good question. Go ahead and ... Yeah. I have one group ready to post. Anybody ready to post? Not yet. Their WiFi is faster than yours obviously. Okay, look for the fastest WiFi.

Student: What year is this?

Teacher: I don't know.

Student: Okay, can I just look it up?

Teacher: You may want to infer. Hmm, you don't need to use ... No you don't need to ...

Student: [crosstalk 00:25:43].

Teacher: Hmm?

Student: Modern or old?

Teacher: Right now it's not about seeking for the answers, it's about us looking at the picture and having us infer.

Student: [crosstalk 00:25:52].

Teacher: Yes.

Student: Women fight for equal rights and pay.

[00:26:00]

Teacher: Okay yeah, nice. Does that mean ...?

Student: [crosstalk 00:26:02].

Teacher: Well let me ask you okay, so does that need a time period? Does that need a time period, just what you said? Do you think that's still ...

Student: [crosstalk 00:26:15] now.

Teacher: Yeah, do you think that ...?

Student: I think it still is now, because boys don't really think that girls can [crosstalk 00:26:25] stuff.

Teacher: Okay, all right so go ahead and write that because we have one person ready. You guys are ready?

Student: Yes.

Teacher: No? Okay I'll be right there.

Student: You didn't talk to us.

Teacher: I'm sorry, yes, what do you guys see?

Student: What is that?

Student: We see all the ...

Student: Is this after the protest of Little Rock?

Teacher: I don't know. That is a good question though, you may want to ask that as your question.

Student: We have to put a question?

Teacher: No it's right here, remember.

Student: Oh.

Teacher: Yes, that's a really good question. What do you think? Was it after ...?

Student: Maybe we thought it's the first day of school and all the kids ... she's already having a problem with ...

Student: I think it is after because they're all staring at her and they make like this is their first time ... It seems like it's their first time seeing a black girl in class.

Teacher: Yeah, good, so write your question because you actually answered your own question, your inferences, right.

Student: Yeah.

Teacher: Good, let's see, so are you guys ready to write your caption after? Why don't you write your observation and then write your question. Your questions was, did this happen after the Little Rock ...

Student: Protest.

Teacher: ... Protest, the boys wanting to go to school. You said that it's probably ... What did you say, Student? The first day.

Student: The first day of school.

Teacher: Because based on their facial expression that ... Well what is their facial expression like?

Student: They're just staring at them.

Student: She's, "What are you doing here?" She's, "I'm a student."

[00:28:00]

Teacher: I'm a student, I need to be here. Good, all right nice, so go ahead and figure that out and then write your comment and we're ready to post. Who is ... still waiting for someone to post. Who is ready to post?

Student: No.

Student: No.

Teacher: What? I know you guys are ready to post. What you guys ... yes.

Student: #Independence, #freedom.

Student: They had a question and they could caption theirs as [inaudible 00:28:39] captured us. They wanted to put the caption as [inaudible 00:28:45].

Student: We don't know what to put a caption as.

Student: You got to have a [inaudible 00:28:52].

Teacher: Yes, you do. Are you guys almost done?

Student: Ah ...

Teacher: Yes, you guys are almost done. Let's post yours. You guys have your questions, let's talk about your questions then.

Student: We only have one.

Teacher: All right, what is your question.

Student: Are the children natives or immigrants?

Teacher: How come that one is important for you guys to know?

Student: Because ...

Student: It can give you more perspective on their situation.

Student: It will give us context of what they're talking about, is it they're not getting jobs because they're immigrants or is it the immigrants are taking all of their jobs so they can't get jobs?

Teacher: That's a good point, I like it. Okay finish your hashtag. I want to post it.

Student: Okay.

Teacher: Hurry up. Come on, WiFi faster, WiFi. Who is ready?

Student: Not us.

Teacher: Oh yay, okay let's read. Okay make me your post. What does it say?

Student: The outsiders, a great day for fine dining, too bad people are too judgmental.

Teacher: Good, all right. Ready, okay.

Student: I was supposed to do the line here. I will do the line. Sorry, I'm sorry.

[00:30:00]

Student: We want to make it as realistic as possible.

Teacher: Got you, all right this is important to you.

Student: [inaudible 00:30:13] so people can like it, they just got to put their Instagram name.

Teacher: Yes, they do, they need to put their Instagram name. Okay good, yay, we have one posting up. Okay. Now you have to wait until it comes to your feed. Here you go. Ba-bing.

Student: You're so cute, miss.

Student: I don't know what is going on in this picture.

Teacher: Oh you're ready to post. Okay, ba-bing, and ba-bing, a new feed came up. You guys do the same thing, look at the picture, write your observations, question and then you can go ahead and comment. Yeah. Okay, all right. What is that one?

Student: I get the [inaudible 00:30:54] miss.

Teacher: Okay. What do you guys see? Do the same.

Student: They are trying to find jobs. Just are 2 decent guys looking for a decent job. #[bo-bar 00:31:14] #yes, #wetheboys.

Teacher: Okay, all right so go ahead and write your question. You are ready to post?

Student: Yeah.

Teacher: What did you guys say?

Student: Women's protest for equal rights and pay.

Teacher: What is this?

Student: Then the hundred ...

Teacher: 100. All right, here is a post, you ready, oh okay, da-ding.

Student: Miss [inaudible 00:31:36] I don't know what to write.

Teacher: That means your feed is coming, ba-bing.

Student: Ba-bing. Oh.

Teacher: What is happening? What is your ...? You're having a hard time with your caption. Let's talk about your ... What was your reflection? What did you guys see?

Student: I said people ...

[00:32:00]

Student: I told her to put held against our will but she said it doesn't make sense.

Teacher: What is that? I'm sorry, say that again?

Student: To put, held against our will. She said it doesn't make sense to the picture.

Student: I don't know what's going on.

Teacher: You don't know what is going on. Okay could you guys write that too? What are you not knowing?

Student: I don't know what is happening.

Teacher: What is your question?

Student: What is this? What are they doing?

Teacher: Okay. Would you agree to that that this would be water? What else could it be then, Student, if it's not water?

Student: [inaudible 00:32:29] what is happening.

Teacher: Right, okay so let's look at this, so this is your inference, right. This is what they say could be water. What else could it be if you don't think it's water?

Student: Water.

Student: Something that will hurt them.

Teacher: Okay, like what?

Student: Like ...

Student: Pepper spray.

Teacher: Okay all right ... Thank you, what else are you unclear about?

Student: You have to be [inaudible 00:32:56].

Student: If it's water, I don't know why they're running away from it.

Teacher: Why do you think ... does it look ...

Student: The pressure looks high, Student.

Teacher: What do you think? If you looked at this right now, would you be running towards this?

Student: No but they're all just sitting right there, they're not even running away.

Teacher: Yeah, so what do you think? Do you think they ... you asked the question, well why are they against it, why are they running away from it? My question was, would you run towards this?

Student: I guess not.

Teacher: Okay so just going back into her, if I was in the situation, what would I be doing? You're questioning, why are they running away from it? Would you run away from it or would you do exactly what they're doing?

Student: I would run away from it, I wouldn't sit on the ground.

Teacher: Okay so you wouldn't do that one. I think we have a little bit of a consensus here that maybe that they're running away from something or it's not a positive picture.

Student: What if they're [inaudible 00:33:58]?

[00:34:00]

Teacher: Who is ready to post. Yay, are you ready to post? Who is ready to post?

Student: Yes, [inaudible 00:34:09].

Student: Is that the city, miss?

Teacher: Yes. What is your question?

Student: Are they in the city?

Teacher: What does it look ... what do you think?

Student: There's a light bulb.

Teacher: Yeah, so what do you think?

Student: Yes.

Teacher: Okay. Does that matter?

Student: Yes, because they're looking for jobs in the city and it's harder to get jobs in the city

because there's more people that live there.

Teacher: Okay that's a good point, that's a good inference. What are some of the question ... Is that it? Is that why is it in the city? That's fine, if that's your question, that's fine.

Student: Yeah, thank you.

Teacher: How are we doing here? Are we ready to post yet?

Student: Almost.

Teacher: Okay what are some of the questions that you guys got, because you didn't have a question when I came here?

Student: Did their parents ...?

Teacher: Huh, what?

Student: Did their parents raise them to [inaudible 00:35:14]?

Teacher: That's a really good question.

Student: Are they in front of the school?

Teacher: Are they what?

Student: In front of the school.

Teacher: Where are they? Right? Why did you guys ask that question about do you think their parents raised them to ... ? What was the question, why did you ...?

Student: The ... huh?

Teacher: About the parents, what did you say?

Student: Did their parents raise them to hate black?

Teacher: Why did you guys ask that question?

Student: Did they just [inaudible 00:35:45] hate against black people at that time, so we think that their parents influenced them to hate the black people when they were young.

[00:36:00]

Teacher: Is that possible?

Student: Yes.

Teacher: Yeah okay, all right good. Nice. Go ahead and I'm excited to see your caption and I'm sure the rest of the class would so ... Yeah, are you ready?

Student: Yes.

Teacher: This is yours.

Student: Yes.

Teacher: Wait, what you guys got? This is the women. Oh I love it, read me your ...

Student: The key to success, standing for what you believe in, emoji, emoji, #strong, #feminism.

Teacher: Nice. You guys are [bo-bar 00:36:28] princess.

Student: Yes, it's me.

Teacher: Post, yes, post. We're ready to post. Yay, da-ding, there you go. Here you go. Your feed, da-ding. Who else is ready to post? You guys are ready to post. Ready to post. Every one is ... Wait let me post first, let me post. Who is ready? Ooh, you guys are ready to post. Now the WiFi is up. I love it. WiFi up, WiFi up. Who said that? Okay, WiFi stalled.

Student: [inaudible 00:37:05].

Teacher: Okay, WiFi, good job. Ooh that's a lot. Good. Ready to post? No.

Student: We don't have the questions.

Teacher: Who ... okay da-ding. Okay what is the ... ?

Student: in this section do we just write what we commented, or ...

Teacher: You could, you could write that or then what is your question? Are you guys ready.

Student: Do we put our Instagram name that we use to comment on?

Teacher: Yes, you do. Ready to post.

Student: How would you word this? How could life have been that way back then, is this have or had?

Teacher: Have.

Student: Have?

Teacher: Yeah. Okay who ... We need ... Are you guys ready to post? Yay. Posting.

Student: Miss [inaudible 00:37:58] write comments.

[00:38:00]

Teacher: Yes, write comments, you can like it by hearting it. What is yours? What happened? Oh wait. Say it again, read it.

Student: When the MLK speech is too late, fire emoji, #racist, #influence with a question mark.

Teacher: Interesting, nice job. Okay love it. Okay, da-ding, posting.

Student: Oh look WiFi is too fast for me now.

Student: Her make up is running.

Teacher: This is hard. Da-ding. You guys are ready to post?

Student: [inaudible 00:38:40].

Student: We're double tapping [inaudible 00:38:43].

Teacher: No double-tapping, let's do this old school, write it. Yes.

Student: Do we write down our Instagram name on the paper?

Teacher: Correct. This one right here.

Student: [crosstalk 00:38:54] or ...?

Teacher: Yeah, who you are, yeah, so you're going to write it here, yeah.

Student: Our own ID name, our personal.

Teacher: Yeah, what your group ... Your group, not your ... What are some of the questions you guys got for this one? Okay because you're doing the same thing.

Student: Are they in a bar?

Teacher: Are they in a bar? Okay.

Student: We write the outsiders.

Teacher: Yes that is correct. What else? What other questions do you guys have about this picture?

Student: How does it display racism?

Teacher: Does it?

Student: I don't know, yeah, I don't see it displaying racism.

Teacher: You don't see it displaying racism, why not? Why?

Student: We don't see it displaying racism.

Teacher: You said, does it display racism? Your answer is no. Why did you come to that conclusion based on this picture?

Student: Well, we have an African American there and ... Oh no he's separated, never mind.

Teacher: Okay so what do you think then? What do you think?

Student: It displays racism.

Teacher: Oh okay.

[00:40:00]

Student: I was thinking, it wasn't really that racist because they're actually serving him, it looks like he's just living a normal life, but then he was actually separated from everybody else.

Teacher: Okay well that's a good point and if you think about it as a photographer, do you think that's an option of that's what he would be displaying? You're seeing that there is evidence of no racism because he's being served, that's a good point. Come up with your own question and then go ahead and put your comment. Whoa, are you guys ready to post? Okay I'm the WiFi.

Student: I have a question.

Student: WiFi finally ...

Teacher: Oh yay, okay WiFi. Da-ding. That's not yours hey?

Student: No.

Teacher: No, this is not yours, right?

Student: No.

Teacher: Oh yes.

Student: What if we can't post because we can't comment.

Teacher: Why not?

Student: There is not enough room.

Teacher: Okay well we're going to have to come up with ... What is this one? What did you guys write? What do you think about this picture?

Student: They're all laughing.

Student: They're all having fun together [inaudible 00:41:01] their differences.

Teacher: What did you say, despite their differences?

Student: Yeah.

Teacher: What is the difference?

Student: Melting pot.

Teacher: What do you think is the difference?

Student: Because he's colored.

Teacher: Oh, that's nice, what is going to be your comment?

Student: LOL, they're having fun.

Teacher: Okay, all right. How are you ... Oh, you guys look perplexed.

Student: We're trying to think of a comment.

Teacher: Okay well what are some of your question?

Student: We just said, what influenced them to have this [inaudible 00:41:31].

Teacher: Mmm, nice that's a good question, right. What do you guys think about the comment that they made, the [lowkeystunners 00:41:40]. What do you guys think about their ... [00:42:00] What do you think? It says when the MLK speech is too late, #racist, #influence, question mark.

Student: Question mark.

Teacher: Post? Oh we're ready to post. Posting.

Student: We have finished with this but it's not ours.

Student: Here miss.

Teacher: Posting? Who is posting? I'm coming. What was your caption with this one? Did you guys have a caption?

Student: It's not ours.

Teacher: Oh it's not yours, okay. All right, how are we doing here? Oh I haven't talked to ... You guys are ready, a caption already?

Student: I was about to write ...

Teacher: Looking at this picture, what do you guys think? Yeah, you're going to write.

Student: Just that they're homeless and they don't have the money for clothings. What do you think?

Teacher: What are the questions for you, Nina? Look at this.

Student: What time in history was this going on to lead to poverty.

Student: What situation they're in?

Teacher: You said time period, right? Do you think this is past or is this a present picture or ...?

Student: This is the past.

Teacher: Do you think that situation could be a present situation?

Student: Yeah, I think one of our questions could be, how does a present situation relate to a present situation in America.

Teacher: That's a good one.

Student: Still loading it.

Teacher: Oh loading.

Student: It's sending but I'm waiting for it to be approved by the [inaudible 00:43:53].

[00:44:00]

Teacher: Yes, it's loading, I'm sorry I'm the loader, I'm coming. No connection, connection. Connection. Ready? Da-ding. Who else? Who is missing? Now we're moving.

Student: Wait, post.

Teacher: Posting. You guys are good, this one is not yours. Who else? Loading that is so cute. Okay here. All right, everybody loaded. What? What is that one? Posting, posting. Oh, okay, let's look at this you guys.

Student: Oh my gosh.

Student: Is that Ruby Bridges?

Teacher: Is it?

Student: It looks like Ruby Bridges.

Student: I can see that there is ...

Student: Wow.

Student: I told you you should ...

Teacher: Okay, let's look at this, you guys said whoa, that's like 260,501,800 likes. Why would this picture be so ... ?

Student: From the caption I can see that this is the first day of an all white school.

Teacher: Why do you think it has so many likes then?

Student: Because the segregation is finally over and the kids can actually go to school together.

Student: That was 2 weeks ago.

Student: This is their first time going to school with each other.

Teacher: It could be fresh [inaudible 00:45:43] Friday.

Student: That's right.

Student: it is Friday.

Teacher: It is Friday.

Student: 2 weeks ago.

Teacher: Well let's look at the context here, but like that point, I like that, why would so many people like this? That was a good point. Put your post. Who is ready to post? You guys are doing very well.

Student: Miss, finished and ready to go.

Student: How [inaudible 00:46:10] is?

Teacher: I don't know.

Student: That's 54 million people liking that.

Student: Yeah, I don't understand the ...

Teacher: Okay. Ready to post? Nice, posts. Posting, there you go, posting, love it. Are you guys ready to post. Oh wait, sorry loading, loading, loading. What you guys got? Can you guys tell me what you guys wrote? Nice ... why?

Student: Because you can just be walking around a businessman would be, "Hey, I like your qualifications, I want you."

Teacher: Their qualifications are all here.

Student: Yeah.

Teacher: Would you hire them?

Student: I would, they're go-getters.

Teacher: Why do you say they're go-getters?

Student: They're constantly on a job interview.

Teacher: Okay I take your point.

Student: They're dressed ready.

Teacher: Oh okay they're dressed ready, nice. Okay loading, loading. Okay wait, now we're almost done loading. I don't ... Is this yours? You didn't post it yet. That would be me, Tim.

Student: I just realized that.

Student: Tim.

Teacher: It would be me. Look, loading, loading.

Student: Thank you.

Teacher: Okay, geez, they make me dizzy. Okay all right, how many have you done already?

Student: This is our second one.

Teacher: Post that, are you ready to post it? Oh you guys are fast.

Student: Almost.

Student: Yes we are.

[00:48:00]

Teacher: Good luck, oh, okay. Posting. Posting. Okay you ready. Okay, posting.

Student: Post.

Teacher: Anybody else need to post?

Student: Instagram is [inaudible 00:48:23].

Teacher: Where are we? This one is good.

Student: [inaudible 00:48:29].

Teacher: Here you go. Ready? Is this your ... You did this one already? Okay. Can we post, someone else post? Oh wait, everybody posted already.

Student: Post.

Teacher: Not yet, we're not re-posting, we're not re-posting yet guys. Okay are you ready to post?

Student: Yeah we're ready.

Teacher: Okay perfect maybe ... Yes do this ...

Student: We did that one.

Teacher: You did this one, how about this one?

Student: Thank you. This is new.

Teacher: Which one did you do? None of them? You haven't done any of them? Okay, here this one.

Student: Wait what is he talking about?

Teacher: Okay guys, why don't you finish your last comment, okay because it sounds like we're almost re-posting the same things for some people, so go ahead and make your last

comment and then let's come back together. Let's hear. What you guys got?

Student: This is so cool. I was, what is [inaudible 00:49:41] ...

Teacher: All right let's go back to the picture.

Student: Okay.

Teacher: What are we looking at here?

Student: I see a white family.

Teacher: A white family.

Student: They're poor.

Teacher: Poor yeah.

[00:50:00]

Student: They look like they don't ... I don't know if that's a house behind them but if anything, they have lack of nice clothes.

Teacher: Yeah. What questions come to mind when you see this?

Student: What are they doing?

Student: What made them poor?

Teacher: Look at what are some of the comments here. This one? What was this one? Oh what is your comment on this one?

Student: Why segregation, why ...?

Student: Why segregation, why ...?

Student: What the heck?

Teacher: Oh okay we're going there now, okay. All caps.

Student: Yes, all caps.

Teacher: How many question marks? My goodness.

Student: It's only 4.

Student: We need as much as we can.

Student: There's only 4 per each.

Teacher: What is this.

Student: We need to ...

Student: Shoot my head.

Teacher: What is this? SMH.

Student: Oh, shaking my head.

Teacher: That means no. Is that your terms for ... What is the ...?

Student: [inaudible 00:51:13].

Teacher: This is frustrating, like that?

Student: Yeah, it's a frustrated [inaudible 00:51:18].

Teacher: Oh wow, [IKR 00:51:19] #annoying. I know, right. Learning lots of things today, thank you.

Student: We've got that one.

Teacher: You did this one, okay, i think we're done re-posting right. Okay we're finishing up you guys. I'm going to give back your page. Where is [bo-bar 00:51:39] princess.

Student: Here one more.

Teacher: Oh yay, okay wait, hold on. Okay [TaurusVirgo 00:51:47] what?

Student: Re-tweeting is Twitter.

Teacher: [00:52:00] Why don't you go find them? Okay, all right, okay you carrier is tired so could I have you guys give back the posts. Your carrier is tired, so could you guys go back and give your ... Each post. Huh? Oh yes, you're going to ... Stand up.

Student: We're not standing up, okay?

Teacher: Stand up, go give it to them. [McBoss 00:52:28].

Student: That's Student.

Teacher: Who is [McBoss 00:52:29]? [Chee-po-no 00:52:29] sorry. Okay, [bo-bar 00:52:31]

princess. What happened to the carrier is tired? Hello, hello, hello. I know this one. Okay.

Student: Miss [inaudible 00:52:46] we didn't get ours back.

Teacher: Okay, eyes on me, eyes on me. Okay guys. Are you guys excited about the comments?

Student: Yeah.

Teacher: Yes, okay, all right, eyes on me please.

Student: Racism.

Teacher: Student, okay, one second, I know you guys are excited and that's good. You guys are getting the feedback. Let's come together. Can you guys mentally shut down your Instagram?

Student: Ah.

Student: Log out.

Teacher: Log out.

Student: Okay we're logged out.

Teacher: No okay wait, now you guys physically, log out mentally, okay. All right no deleting your account let's keep this account for now. As you're looking at your comments I hear a lot of giggling, I hear a lot of comments. Why? Can you guys tell me a little bit what is happening here? Yes.

Student: The user names are really silly. Theirs is [lowkeystunners 00:54:10].

Teacher: Okay and that's who you are. Yes. Wait, wait, wait, [Student00:54:15]. Shh, go ahead [Student00:54:15].

Student: The pictures are really interesting.

Teacher: The pictures are interesting. We're going to talk about that pretty soon but some of the comments you guys are giggling because they're commenting to your comments. What is so funny? What do you guys find humorous or enlightening? Yes.

Student: Because of the way that they use the emojis [inaudible 00:54:35].

Teacher: Oh okay.

Student: [inaudible 00:54:38].

Teacher: Okay add to that.

Student: [inaudible 00:54:39].

Teacher: Shh.

Student: They actually understand our caption and what we're saying.

Teacher: You understand each other's caption. Yes. I needed to learn a little bit about some of your hashtags and I don't know what SMH is, I thought that was ...

Student: Shaking my head.

Student: Shout me out.

Teacher: I don't know, please tell me that ... Wait, I hope that's appropriate. I hope that's appropriate.

Student: Yeah, shaking my head.

Teacher: Thank you. Okay, all right so you obviously understand each other and that's probably why you're giggling. However, you guys ... We did it in a modern time but modern time period, I wanted you guys to use your language just to express what you guys saw but actually these were historical pictures. There was something going on here and you didn't need to know exactly the context of it, you didn't need to know what was happening. You guys obviously made some great inferences, you questioned, and that was the point of it. You guys did very well. It sounded like you guys had fun just commenting on each other.

[00:56:00] This is something that I want you guys to think about but before we discuss this, this is our in, objective is, what have you learned about the context of the setting, writing and publication to, To Kill a Mockingbird? Before we do this, anybody want to share their Instagram page and what was written and respond? Ooh I have a whole lot of hands, okay well let's see.

Student: Shout me out, Miss [inaudible 00:56:27], shout me out.

Student: Yeah, shout her out. SMO.

Teacher: Too much language. Hold on. I'm going to ask Student for ... We will have a chance okay, so let's make sure, okay, so Student, 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 picture. Okay?

Student: When you mean the world we mean [inaudible 00:57:08].

Teacher: Yes. 2 or whoever got to you. Yes.

Student: In this picture we see a whole bunch of Caucasian or white kids and this boy, African American sitting there. Our comment, or caption name as first day at an all white school and there are issues because of my skin color. #alleyesonme and #cheapphoto.

Teacher: Can you read some of the comments and who said it?

[00:58:00]

Student: Some of the comments we got from [lowkeystunners 00:57:54] they put #thatswhereyousit, #equality. Then from [carinyoungshaw 00:58:03] whatever, they put #rudeallkidsshouldbetreatedequal 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 Little Rock protest?

Teacher: Did you guys hear that?

Student: Yeah.

Teacher: Was this after, yeah. You guys are going oh, that's a good question, nice. Okay thank you. Okay Student, all right, did you hear the example? Yes, okay you and then you guys.

Student: Shout, shout out.

Student: Where are you going?

Student: Right here.

Teacher: Okay. Very proud, go ahead.

Student: Okay, so our username was @thethreemusketeers, and we said our caption was; held against our will ...

Teacher: Why don't you describe the picture first?

Student: Oh yeah, the picture ... [Sherry 00:59:05] can describe the picture.

Student: Okay so it was 3 African people were facing the wall, so they were [inaudible 00:59:30]. African people were facing the wall and leaning down and running away and the water ... yeah.

Student: The water what?

Student: They are facing the wall and the people are spraying something at them, maybe it was water.

Student: She thought it was pepper spray.

Teacher: It's okay, it's all right.

Student: Why are they running away from water?

Teacher: That was a good question you guys. Right? Okay let's acknowledge that, that was a good question, why would they be running away from water? Tell us then what your caption is, Student.

Student: Our caption was, held against our will, water, sad face, #what, #racism100.

[01:00:00]

Teacher: All right, next one, what did the next group ...?

Student: @TaurusVirgo says; what has the world come to? [inaudible 01:00:17] with a crying emoji and a shocked face. He's half [inaudible 01:00:27].

Teacher: What?

Student: He's supposed to be half [inaudible 01:00:28].

Teacher: Okay what is another one, what is another comment?

Student: I'll say it, [@bobarqueenzerobaprincess 01:00:37] where is the humanity?

Teacher: Any other ... Was there another one on the bottom?

Student: Yeah, [lowkeystunners 01:00:47] [inaudible 01:00:47].

Teacher: I'm sorry say that one more time.

Student: [inaudible 01:00:56] #stopracism.

Teacher: Nicely done. Okay good, okay go. It's up to you, whatever makes you feel comfortable. Do you guys want to be the last ones?

Student: No not really.

Teacher: Yeah.

Student: [01:02:00] Our username is the_outsiders_ and our [inaudible 01:01:14] we all are 1 nation and shouldn't be judged on our color with 3 emojis. Then from Alphas, just because he's a different color doesn't mean he should feel different. We are the same on the inside, #freedom, #equality, #unitedwestand.

Teacher: Nice, good job, that was nice. Nice job you guys. Good, last group. You guys can do it right here. Did you guys want to go? I'm sorry. Yes, okay all right, good. Okay good you guys.

Student: Our user name is [inaudible 01:03:23]. The picture is showing women holding signs in front of a liquor store and they're holding up signs that has to do with equal rights. Our caption is, women protest for equal rights and [inaudible 01:03:38].

Student: [nickgotboss 01:03:46] said [I agree 01:03:39] with a rolling eyes emoji. The_outsiders_ said, go women we deserve our rights with a fist emoji and a pow emoji.

Student: [inaudible 01:03:47] said hoping for the best upside down smiley.

Student: Then @hello said #feminism.

Teacher: Oh okay good, nice, good job. Okay last group. Just maybe ... Where are you going? Over here? Okay last group. Good job you guys. Go ahead.

[01:04:00]

Student: Our username is, I don't know how to say it.

Student: [Student 01:04:05].

Student: Yeah, oh, okay ... explain the picture. The picture shows this group of kids that have different ethnicities and they're all laughing together.

Student: Our caption is #loveandhappiness, glad to see this group of kids having fun disregarding their differences with a heart.

Student: llovekids_ said; so cute, I love this. @[inaudible 01:04:43] said; this is so beautiful to see with a flower emoji.

Student: Then 671tomorrowpride said; great to see all these amazing kids smiling as one, with a heart.

Teacher: Read the back one.

Student: Then thethreemusketeers said; boys just want to have fun, LOL with a smiley face and said; when you don't have an iPhone.

Student: [inaudible 01:05:14] that emoji.

Student: Yeah, it looks like a frog.

Student: [Mcboss 01:05:32] said smiles that brighten the world with that, yeah, grinning face. The_outsiders_ said; so cute they will change the world one day with hearts and a kissy face.

Teacher: Nice job, okay good job you guys. Okay thank you for those who shared and I think that captured a lot of what was happening, so let's wrap it up. What do you think, what is the context of this setting and writing? What was happening based on, especially in the ones we 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, can we share some of them, what do you guys think? Yes, Alicia, go ahead.

[01:06:00] Student: Fighting for equal rights.

Teacher: We have that sense of fighting for equal rights. [Student01:06:17]

Student: I think racism was a really bad issue.

Teacher: Okay racism was an issue.

Student: Discrimination.

Teacher: Discrimination was an issue, what else?

Student: Racial segregation.

Teacher: Racial segregation, what else?

Student: Feminism.

Teacher: Feminism, nice. Anything else?

Student: Poverty.

Teacher: Poverty, okay. Nobody did that one, right? Who did the poverty one really quickly? Who had the picture of the poverty. Oh you did, you guys did? Okay yes it was the picture of the woman and the family. What else is happening here? We have poverty we have racism, we have segregation. Well we ended with something good, that group showed us a picture. What else was happening? Why have that picture. It was part of that time period. Everything that was said, yes, there was a lot of negativity but we ended with a positive picture, even specially with the comments. What do you think was happening then? Alex, go ahead.

Student: [inaudible 01:07:22].

Teacher: Okay, what else was happening? What do you think was happening in addition to everything else? Poverty, segregation, feminism, what else was happening do you think?

Student: I think people were trying to get ... as they're trying to get their civil rights, maybe that picture of the children [inaudible 01:07:47].

Teacher: Good, so maybe something good did come out of all of this stuff. Yes, this is all of our inferences, I didn't ask you to do any research, that will come later. 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 it in your hashtags, not cool, whatever it may be and yeah, the shaking my head thing, I'm going to use that, I'm doing that. Yeah, I like that.

[01:08:00]

All of those things show displeasure because of the situation or the picture that you see. Keep that in mind when we start to read something a little bit more complex that is not just the words or sometimes you think, I don't know the setting of it, I'm not ... It's too hard, just think that these are ... The characters go through the same emotions that you guys do. Good job, good job with doing your Instagram posts. I will post this literally up in the classroom. We should make a what?

Student: A whole Instagram thingy.

Teacher: We should make a whole Instagram thingy.

Student: It should be your Instagram feed. It would be cool.

Teacher: Oh you guys want an Instagram feed.

Student: Yeah.

Teacher: What, do you guys want to just go and comment as you guys come in maybe?

Student: Yeah.

Teacher: Ah, maybe, yeah, okay good idea. Nice job. Okay all right, good job, does anyone have any questions? Be in that frame of mind when we start reading To Kill a Mockingbird that once it gets a little bit difficult, think about the pictures that we saw, think about the emotions and channel that emotion when we start to read the complex characters. All right, fantastic job everybody, please give me your post. Start cleaning up, make sure you guys put your Springboard away.

Student: [inaudible 01:09:54].

Student: Oh sorry.

[01:10:00]

Student: [inaudible 01:10:01] yeah, do you want us to put the desks back, Miss 01:10:00]?

Teacher: Yes, thank you.

Student: Are we going to read the book as a class together out loud?

Teacher: I'll give you guys that option. Yeah, we'll do some. Yes.

Student: Do you want us to put the desks back?

Teacher: Yes, could you guys do it? Any more Instagram feeds? Posts, thank you, good job you guys.