12th History Cuban
Post Interview

Interviewer: How were you affective in communicating the purpose of the lesson?

Teacher: I have the first screen up. It says, this is what you're going to learn. You're going to learn
                 what happened, and at the end try to summarize as best I can, talk about some of the
                 long-term impacts, but that's what it leads with. Here's what you're going to learn
                 today. Hopefully they learned it.

Interviewer: And what parts of your instructional practice do you think were most effective in
                 supporting student learning projects?

Teacher: I think because it's a blend of things. There's the primary sources, then we talk about it
                 to analyze what's going on in there. Then there's a decision where they have to apply
                 that new idea to some problem, then there's the actual outcome, there's some video to
                 go with it so they can ... I think even if they argued for something else by seeing the
                 video and there's the next stage where they have to operate on what really did happen.

                 I think I was talking before the idea that in the beginning I was going to make it like a
                 choose your own adventure, but then I thought well, they'll choose their adventure and
                 then that's what they'll remember. So that's why I made it every time they have to make
                 a decision and the next stage is, here's what actually happened and now decide what
                 you think, so try to make it more tightly to history.

Interviewer: What role did organization and planning play in this lesson, planning the classroom set-
                 up?

Teacher: The set up, they all have to be able to see the video so that's one of the reasons it's set
                 up like this. It's designed automatically to make teams. I didn't have teams pre-set
                 because I knew there were a few kids who were going to be gone at a field trip. I didn't
                 have a list of who they were ahead of time. I wasn't sure where in the room were going
                 to be the [00:01:41 poo-kas] so that's why when they got started then I went around
                 and just set what the teams were. I could have said, "Oh, choose your own team," but it
                 takes too much time, so I just decided.

                 They sit by people who they're comfortable with anyway from the start of the quarter,
                 so I can do it that way.

[00:02:00]   Otherwise, in terms of planning, the book is laid out, all of the materials and the power
                 point. I spend a lot of time thinking about that, and preparing that, and making sure it
                 was accurate and spell-checked. That kind of thing.

                 Two years ago I did it for the first time, there were problems with it. Last year I revised it
                 to make it flow better. In terms of prepping, I would say that was the prep. Of course, it
                 wasn't perfect the first time, so part of prep is the revise element.

Interviewer: What role did behavior management play in [inaudible 00:02:39] expectations, procedures, routines, discipline?

Teacher: They've worked together a lot of times. I've set up how that works. There were a couple of students who were starting to get their phones out. At first I see it on the desk. It's turned off, then the screen is on doing something. There was one girl who's starting to get the head phones going up. In that case I just walk over.

The one boy who had it on his desk I just make a motion to put it in his pocket and he did. With this group of students at least, I don't stand there and, "You must do it right now," I just make the motion and then I'll keep walking, and then I'll circle around and make sure he did it.

The one girl, I walked over to see what was going on, and she had finished her reading, she's one of our fast readers, she'd finished her reading she's kind of bored waiting. She's doing something on her phone. I decided I would just give it a minute, not make a fight with her. Because if I went over and talked to her with the other kids who she was waiting on would stop reading, so it defeats the purpose. I just waited a minute, when it came time to discuss she put it away, so it was not a problem I needed to deal with.

Otherwise discipline was not really a problem.

Interviewer: How do you think the lesson went in regards with student engagement?

[00:04:00]
Teacher: Aside from the couple at the end who were starting to fade from being hungry and tired, they seemed pretty well engaged. I think I set spent some time thinking about the set-up in the start and telling them they can't read ahead which makes it a little like a game.

You have to save the earth from nuclear destruction adds a little layer of pressure on there. I tried to not let them talk for too long. There's not unlimited time, a cruise ship is on the other side also pushing, you have only thirty more seconds before you have to decide, so I keep the gas pressed in that way. I think when there's a pressure to solve a problem then they tend to be a little bit more engaged.

I walk around and if there seems like there's one person dominating the group. There was a group over here and I said, "What do you think," and he started said, "I think," and I said, "Wait, you think, or we think?" To try to make sure everyone else was connected, was having some ownership instead of just, "He has an idea so we'll go with that,". In that case, and then if somebody seems to be checking out I'll say, "oh, do you agree?" Try to keep everybody involved.

Interviewer: How do you think the students find the lesson meaningful and relevant?

Teacher: Hopefully it helped them understand sort of the longer term stages of what we're studying. I did the thing at the end with the election now, and who would you trust. I did the question, I actually had a few more minutes than I thought I was going to at the end, so I did the grade because they're used to grade, so I thought Okay this was a chance to evaluate his performance in a way that they could understand.

Interviewer: How would you like to develop this lesson in the future?

Teacher: I mentioned I think it would be nice to have them be able to get up and do something. The idea, because right now when they talk they talk amongst their group of four, and

[00:06:00]   then they put their ideas on paper, and that written version of their ideas, if they don't show it to the person next to them, or it's not reflective of their commentary then there's no sharing of that. At this point, I usually have them keep the packets with the rest of their notes and so on so they can refer to it later on, but it would be interesting for me to collect it, and give them feedback on their thoughts, which if I had unlimited time might work.

               The other thing would be to have it some other method where they could see everybody else's commentary, either as we go, so perhaps some day when there's iPads per students or something, and then the whole packet will be on iPad and everyone can flip through and then there will be a press here to add your links, and everyone can see what everyone else is saying. That might be kind of fun.

               I'm hesitant at this point to inject too much technology into it because just like me they would be distracted by it and start doing other stuff, but having only paper and pencil in front of them, that's all they can really think about. For this lesson at least. right now I've kept all the technology out of it. Maybe someday.