Dreams CAN Come True:

Five Teachers' Quest to Turn an Institutional BOLD Dream into a Reality

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School Initiatives at Our School

SEL (Social Emotional Learning)

EDI (Equity, Diversity, and Inclusivity)

Student Choice (Selection of Text)

EBR (Evidence Based Grading) Summative/Formative Assessment

RTI (Right to Intervention) Differentiation

ACT, SAT, and AP (Standardized and AP Testing)

Detracking or Deleveling

AI (Artificial Intelligence)

Critical Issues for Team Consideration

Team Name:_____
Team Members:_____

Use the following rating scale to indicate the extent to which each statement is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team				Our Team Is Addressing This				True of Our Team	

1. _____ We have identified team norms and protocols to guide us in working together.
2. _____ We have analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain. (SMART Goals are Strategic, Measurable, Attainable, Results-Oriented, and Time-bound. SMART Goals are discussed at length in chapter 6 of *Learning by Doing*.)
3. _____ Each member of our team is clear on the knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of (1) our course or grade level and (2) each unit within the course or grade level.
4. _____ We have aligned the essential learning with state and district standards and the high-stakes assessments required of our students.
5. _____ We have identified course content and topics that can be eliminated so we can devote more time to the essential curriculum.
6. _____ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.
7. _____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. _____ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. _____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. _____ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learning.
11. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

12. _____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. _____ We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
14. _____ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
15. _____ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
16. _____ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
17. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. _____ We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.

Tools for the Study and Design of Collaborative Teacher Learning:
The Affordances of Different Conceptions of Teacher Community and Activity Theory
by Thomas Levine

Table 2
How Different Conceptions of Teacher Community Help Us Understand Teacher Learning

Conception of Community	*What individuals learn or gain*	*What such communities produce as a result of their work together*	*Mechanism of Learning*
Inquiry Community (e.g., Cochran-Smith & Lytle, 1992a, 1992b; Curry, 2008; Fairbanks & LaGrone, 2006)	Local (i.e., contextualized) knowledge; Inquiring stance towards practice; Problematizing commonly accepted practices and categories	Shared body of local knowledge created in and for a local community of teachers; New or revised theoretical constructs to guide teaching; In some instances, texts reporting the results of teacher research; The potential for teachers to improve their own classroom practices and to impact wider school policies or patterns of practice	Teacher research, i.e., systematic inquiry about one's own school or classroom; Articulating questions, problems, and dilemmas; In response to these, developing knowledge via: (1) Structured efforts to gather and learn from data and/or (2) Conversations which generates new, revised, or more explicit understandings
Teacher Professional community (e.g., Grossman, Wineburg, & Woolworth, 2001; McLaughlin, 1993; McLaughlin & Talbert, 2001)	Knowledge & beliefs about students and teaching; Stance towards colleagues and traditional teaching practices	Norms of privacy and/or collaboration; Weak communities where individuals enact traditions or innovate alone OR Strong communities which may either enforce traditional teaching practices or promote collaboration to rethink practices	Unclear; perhaps the transmission of norms, values, and beliefs
Community of learners (e.g. Barth, 1984)	Intellectual renewal; Experiential understanding of learning	Unspecified opportunities for learning	Unclear
Community of Practice (e.g., Lave & Wenger, 1991; Wenger, 1998; Wenger, 2003)	Social practice(s); Possibility of membership in a CoP, or trajectories into or out of a CoP	Opportunities for newcomers to engage in legitimate peripheral participation; Meaning (i.e., ongoing negotiation of the meaning of a practice); Boundaries which clarify the community and the practice	Legitimate peripheral participation (and ongoing opportunities to engage in the practice, moving from peripheral participation to mastery of the practice); Tension between the community's competence and newcomers' experience, i.e., either the community or newcomers may pull up each other's level of competence in specific areas

The Tempest[1] Opinionnaire

1. The most effective kind of parents are strict parents; they recognize themselves as the "masters" of the household, while treating their children as the "subjects."

Strongly Agree *Agree* *Not Sure* *Disagree* *Strongly Disagree*

Evidence *(evidence might include some of the following: books; movies; television shows; personal experience; research; current events; historical events; something you've read in an article or seen on a news show).*

Expl / Warr:

2.Some things are too big to be forgiven; if someone has been very wronged[1], they must get revenge.

3. A good leader is someone who does what the people demand.

4. "Love at first sight" is real.

5. Sometimes, children think their parents are unfair, but this is only because children don't understand the world as well as adults do; the parents are being perfectly fair.

6. Generally speaking, when a politician (e.g., king; president; premier; prime minister) is in power, it is because that person is the most fit to rule over others. They have a right to be in power.

7. It is easy to tell who is good and who is bad; who is the hero, and who is the monster.

8. When the subjects of a country aren't being obedient to what the ruler commands, the ruler must "crack down" and rule with an iron fist.

9. A good leader will be well-liked and respected.

10. It is okay to deceive others, as long as you have a good reason for doing so.

11. One should remain loyal to friends, family, and authority.

12. Whether people are good or not is determined by their environment.

[1] To be "wronged" means that you have been treated very badly by someone else

The Case of Carl's Cozy Coffee Cart (by Joe Flanagan)

Background: For thirty-eight years, Carl Banale has run Carl's Cozy Coffee Cart on the corner of McTigue and West 87th Street in downtown Dearborn, Illinois. Carl, now sixty-one, opened the Coffee Cart when he was a young man. The cart is a humble affair; a simple metal structure on wheels featuring Keurig
coffee makers, an espresso machine, a portable cooler, and a small bakery case; a faded plastic awning extends from poles above the stand, protecting Carl and his patrons from the elements. On the awning, in wobbly print, Carl has painted the words "Carl's Cozy Coffee Cart." The cart rests curbside, on the sidewalk in front of the Adirondack Building.

Many regular customers depend on their stop at the Cozy Coffee Cart as part of their daily routine. In addition to coffee and espresso, he sells a variety of pastries delivered daily from Don's Donut Den, as well as beef jerky, chewing gum, and bottled water. He sells local and a few national newspapers, too. It is a little amazing that Carl has developed such a devoted group of customers. He is a woefully uneducated and coarse man. His physical appearance is repulsive. He habitually wears dirty, ragged clothes. He appears to avoid bathing. Carl's hands are caked with coffee grounds. He often chews tobacco and spits brown juice through his decaying teeth and into a plastic cup--even while preparing customers' drinks in *other* plastic cups. He allows trash from customers' discarded cups and wrappers to cascade from the inadequate trash cans he provides and onto the sidewalks around the stand. However, Carl's physical appearance is not the worst part of him. His manners are awful. Customers never hear him say "thank you." He is brusque and sometimes insulting. He has little to say; but when he speaks, his language is crude and sometimes obscene. Some new customers are startled to hear Carl loudly voice insulting remarks toward women and minorities.

The Problem:
The Adirondack Building is scheduled for demolition. In its place will stand the national headquarters for Future Robotics, a company that researches, designs, and builds self-driving electric cars. The managers of Future Robotics view the company as an ultra-modern enterprise that uses the latest technology to advance autonomous vehicles powered by clean energy, which will protect the environment, create new jobs, and boost the national economy. Their sleek new office building--constructed with energy-efficient building materials; powered by solar panels, wind turbines, and an underground geothermal system--will be the latest in earth-friendly design, eligible for a prestigious LEED Platinum Certification from the U.S. EPA. The lobby of Future Robotics will feature a full-service food court, preparing only locally-sourced, sustainable produce; humanely-raised, free-range meats; and fair-trade coffee, all served in reusable glassware made by local artisans.

Carl has a city license to conduct business, but he has no official deed to the property where his coffee stand rests. He has, in a sense, "squatted" on a city sidewalk; yet his right to occupy the area has never been challenged. In fact, the owners of the Adirondack Building have viewed the coffee cart as a quaint feature of their environment and Carl's service as a valuable asset to the downtown business community. Carl's claim to the small plot of land is simply that he has been there for a long time. He was there long before Future Robotics showed up.

Now that Future Robotics intends to replace the old Adirondack Building with the earth-friendly Future Robotics Tower, the company would like the city to close down Carl's Cozy Coffee Cart and have the structure removed from in front of their property. Carl claims that his long occupation of the site gives him the right to remain in business at the same location.

Both sides in this controversy have appealed to the Dearborn Zoning Board, which normally adjudicates questions about property claims. Here is the question on which the Zoning Board is now asked to render a decision:

Should Carl Banale be allowed to continue to operate his Cozy Coffee Cart at the corner of McTigue and West 87th Street?

The Simulation (Role Playing)

Study the case from the point of view of one of the following characters:

(1) Penelope Bolder, Director of Marketing for Future Robotics;
(2) Carl Banale, coffee cart owner and operator;
(3) Fleming Teagarten, former Building Manager for the Adirondack Building;
(4) Stefan Fletcher, a devoted patron of the Cozy Coffee Cart;
(5) Susanne Hosteller, operator of Stirbox, a local coffee chain in the Dearborn area that hopes to secure a spot in Future Robotics' food court;
(6) Luz Elizabeth Pomodoro, a worker in a nearby downtown office building

2. Prepare a position from the point of view of your assigned character. Describe your experience with Carl and his cart. What does this person want? How does this person view Carl and his business? How does this person view Carl's situation? What are the reasons for these feelings? What is this person willing to live with, and what are the non-negotiables? Explain why you feel this way.

During the simulated board hearing, the moderators will ask each character to present his/her point of view, going in order A-F. As a character, try to respond to one or two of the perspectives of the other people.

Taking Notes on the Simulation

Paraphrase the recommendation of each of the other characters. Listen to the point of view carefully, and accurately report what he or she thinks about the case.

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10. Span, Paula. "Ageism: A Prevalent and Insidious Health Threat." *New York Times*. article.
11. "Squatter's Rights." iproperty Management. Web page.
12. "Third Places as Community Builders." *Brookings Institution.*
    * *Third places are places where people spend time between home and work*
13. "What do I Need to Know about Workplace Harassment?" *US Department of Labor*. Article by departmental staff.
14. "What Factors Make a City Great?" *HuffPost* staff writer.
15. Why People Get Offended So Easily" Psychology Today

Your Homework / Final Response:

Write to the Zoning Board. After hearing and paraphrasing all points of view, write your own decision and explain your recommendation by showing that the arguments on one side are stronger than another. Is there any room for compromise? If there are several courses of action, what are the strengths and weaknesses of each one? How did you decide that, on balance, one course of action is better than the others

By "Bold Oriole"

Dear the Dearborn Zoning Board,

I have heard that Mr. Carl Banale's Cozy Coffee Cart has been a major topic of discussion with the board. His 30 plus years of experience on the street corner of West 87th and McTigue almost make him a landmark in Dearborn. But with the closure and demolition of the Adirondack building and the installation of Future Robotics' state of the art building and their new coffee shop Stirbox. The higher ups at Future Robotics have requested to get Carl off the corner that he sat at for so long. My proposal to you, the zoning board, is that Carl be offered a management position at Future Robotics' Stirbox, since this would be a compromise for Carl and Future Robotics.

In order to satisfy all the requests from Future Robotics as well as customers of Mr. Banale and Stirbox, his behavior must be closely monitored. According to the testimony of Penelope Bolder "He (Mr. Banale) was chewing tobacco as well, his coffee place was unsanitary making it an unhealthy place for customers." These issues that Mr. Banale has, aren't difficult fixes. Asking him to clean himself up and stop chewing tobacco during his shift will be easy. If for some reason Mr. Banale doesn't abide, he will be on thin ice. When creating a sanitary store, the help of extra employees will help Mr. Banale collect the trash that he wasn't able to pick up running a one man show with his old cart. Additionally, complaints that Carl is racist and sexist have circulated during the case of Carl's cart. A primary one being Luz Elizabeth Pomodoro, who during discussion claimed that "Carl denied serving me because I'm a woman,"and also claimed that he made racist remarks about her race. Clearly this is a major issue that will most definitely not be tolerated by Future Robotics. It must become a main priority for Stirbox management and if they desire it. I would recommend they could have a zero tolerance policy to keep Carl and some of his reported issues in check. If Future Robotics was to abide by my proposals for Carl, they would be helping out more than just themselves. Working for nearly 40 years straight at a small cart on a corner street in Dearborn, Illinois could not have produced a healthy income for Carl. Calculating the expenses of shipping products, gas, food for himself, and all the expenses of a home. I'm not sure if Mr. Banale was making any money for himself, probably just slipping by. But if Future Robotics was to grant Carl a management position at their coffee shop, his salary may stay stagnant but some of the outside expenses would leave extra cash in his pocket. And as he approaches retirement that could be vital considering that if people haven't saved properly retirement can be a financial burden. Also, given Carl's 40 years of expertise in the coffee business, grabbing a cup of his authentic coffee has become second nature for his patrons. One supporter, Stefan Fletcher, said "The ground-up coffee beans are… nostalgic" and that they've had Carl's coffee "everyday

since 2017." The impact that Carl has made on the everyday lives of many is clear. Allowing Carl to continue to serve his authentic coffee would lengthen the time that Mr. Banale lifts the spirits of the Dearborn workforce.

In satisfying the desires of Mr. Banale and his patrons along with laying ground rules to restrict the behavior or Carl, comes many positives for Future Robotics. First, in opening Stirbox, Future Robotics is attempting to create a positive and comforting business for the city of Dearborn. Coming to a compromise and taking Carl off the street corner, will drastically improve the condition of the area surrounding Future Robotics. Right now, Mr. Banale "allows trash from customers' discarded cups and wrappers to cascade from the inadequate trash cans…onto the sidewalks around the stand." But the removal of Carl's Cart eliminates the not so eco friendly littering as well as his negative attitude towards customers. Taking Carl off the street would mean the elimination of a popular congregation spot for commuting businesspeople. But opening Stirbox could mean a revival of that spot, often referred to as a "third place". These third places "allow social classes… to be "leveled-out" in ways that are unfortunately rare these days." These third places spark small conversations, which are the most vital of linking functions. Having a clean and relaxing place where commuters can get work done, have a coffee, grab a meal, and meet fellow businesspeople would bring a positive impact to Dearborn. However, the reason I propose a compromise is because of the difficulties you, the zoning board, may have with removing Carl. According to Illinois law, "takes 20 years of continuous possession for a squatter to make an adverse possession claim." Considering that Carl has been on the street corner for nearly 40 years he could most definitely make an adverse possession claim on the land, which could grant him permission to stay on the corner. Alongside that, Future Robotics may be angered, since they have already requested the removal of Mr. Banale's business. Having dirty Carl on the corner of their place could push them out of the location they purchased. But the city of Dearborn still desires Future Robotics, with the fact that they would bring many economic and environmental benefits to the city of Dearborn. Their new office building will be built with, "energy-efficient building materials," and will be powered by "solar panels, wind turbines, and an underground geothermal system." It is a state of the art eco-friendly building that is eligible for environmental safety awards. If the city of Dearborn was to not satisfy the needs of Future Robotics then they could be missing out on major growth opportunities for the city.

As you approach a final decision with what you will do with Mr. Banale I hope that you take into consideration my compromise, of creating a partnership between Stirbox, Future Robotics, and Mr. Banale. For it will be to the benefit of Future Robotics, and Carl Banale with additional benefits to Dearborn and it's community.

By "Inventive Kangaroo"

Intro- Carl is an old man who runs a coffee cart. It has been open for more than 30 years and recently there have been many complaints about the cart especially with the construction of a new business that bought the land Carl has his cart on. Even so, Carl should be evicted due to the unsanitary conditions of his cart and his attitude towards people.

Body 1- Carl’s cart has very serious health problems that could be a threat to the community. For example, Susane who owned Stirbox in the future robotics building once walked by the shop and was horrified to see “…his hands were caked in coffee grounds, implying that he had been grinding the beans with his bare, grimey hands.” The sheer amount of dirt and grime that must have been on Carl’s hands while grinding the beans is truly disgusting and a real health risk to people especially those with pre-existing health risks. Also, since Carl isn’t letting his customers know about the unsanitary conditions caused by his unstable financial situation means that he is trying to keep business by risking the health and safety of others. Additionally, Penelope who is —— passed by Carl's cart and mentioned that, “The area contains stray tobacco spit; no doubt from the owner himself, and his coffee shop looks grotesque, and smells putrid.” Due to the horrid smell and appearance of the cart it drives customers away, not to mention the major health risks of having tobacco around. The excess tobacco can cause second hand smoking which causes lung problems because people and/or customers are breathing it in while passing by the cart. Overall, the unsanitary conditions of the cart are reason enough to close Carl’s permanently.

Body 2- Carl’s cart should be shut down due to rude comments, especially towards minorities and women. Luz Elizabeth who talked about her experience with Carl saying, “I remember foul words being muttered, but assumed they weren’t to me. Until it happened again the next day. And the next. It was directed to me.” Carl obviously did not grow up with proper manners because he obviously didn’t care how he spoke to people. Also, saying such rude things could also be considered harassment if it escalated and that alone could shut him down permanently so why not just do it now and not risk it? Furthermore, during discussion there was lots of mention about the way Carl treated women and minorities. Therefore, those who treat people badly will often get that reciprocated. Additionally, if Carl can’t appreciate the business then why is he even keeping the shop open? The whole point was to carry on the kind legacy of the ma and pop shop but Carl took all the kindness out. Overall, the sheer lack of kindness and the extreme rudeness towards minorities and women should get carls shut down.

Conclusion- Carl's cozy coffee cart should be closed due to health concerns and Carl's ill attitude towards people.

Discussion Sign-Up: Act I Discussion

1) Is Prospero a good father?

Arguing the "yes" position	**Arguing the "no" position**
asher	christine
Musa	Adriana
Yadaan	Lilly

2) Is Prospero a fair ruler?

Arguing the "yes" position	**Arguing the "no" position**
Nikolas	Sneheja
Jeffrey	Yujoon
Abhin	Ekisha

3) Are Miranda and Ferdinand authentically in love?

Arguing the "yes" position	**Arguing the "no" position**
Sai	Gaon
Neha	paola
Kamila	Amrit

Act One Discussion Response, *The Tempest*

Selecting one of the two debates in which you were NOT a "yes" / "no" team member, craft an argument that answers the question.

Your response should...

- Have a complex claim (subordinating conjunction) that takes a nuanced position and ATQ;
- Address oppositional POVs;
- Use 3 evidences – but ONE evidence must be one that did not occur in discussion; of course, evidence should be explained and warranted;
- Feature two places that you have highlighted and commented on that were directly impacted by discussion

By "Loquacious Salmon"

Miranda and Ferdinand are not truly in love, instead Miranda is having overwhelming feelings of lust that she mistakenly believes to be love. The idea of Miranda being in lust was suggested by gaon, lust is the perfect way to summarize how Miranda emotions. . What Miranda felt wasn't love, but rather lust, that she confuses for true love due to her limited experience with boys. As Poala pointed out Ferdinand was the only other man on the island beside her father and the servant she despised.It's understandable that Miranda's attraction to this man is very intense because for the first time a man is showing her interest. Ferdinand showed interest by instantly love bombing naive Miranda. Ferdinand called Miranda "The goddess," which is the first time Miranda had felt appreciated. These feelings are overwhelming for Miranda and she misinterprets them as love when instead is feeling lust. Miranda is struggling to navigate these feelings of attraction towards Ferdinand, especially since normally when a teenager gets their first crush they don't know how to act. This is true in Miranda's case, she's doing anything to grab and keep Ferdinand's attention, after Ferdinand was yelled at by prospero. Miranda backtracked and told Ferdinand that her "fathers of a better nature than he appears my speech." She tried to apologize for her fathers actions in order to not scare him off. Miranda would likely be crushed if Ferdinand decided to back away from her because of her father, because then she wouldn't be able to feel the overwhelming feelings of lust that she's currently experiencing. Ferdinand's perspective of Miranda is so different from how Miranda perceives Firdinand. Ferdinand is very experienced when it comes to dating, he knows what he wants and only wants Miranda "If a virgin." Him only wanting her if she was a virgin shows where his priorities are, Ferdinand only thinks of Miranda as another woman he can use until he's bored. Ferdinand also isn't in love with Miranda but instead looking for something to fill his time when he's stuck on this island. Miranda, who is

consumed by lust, is the perfect target for him. Her mistaken belief that they're in love makes her vulnerable and Ferdinand is able to exploit this. Some could see Ferdinand's requirements for Miranda to be a virgin is justified due to the timeframe that the Tempest took place but even if wanting possible girlfriends to be virgins was the socially acceptable opinion at the time it doesn't change the fact Miranda is easy prey for Ferdinand. Normally when a less relationship experienced girl dates a player boy it doesn't end well for the girl. This could happen to Miranda because she's being wanted by this guy who only wants her because she's inexperienced as in a virgin.

By "Advancing Narwhal"

Throughout the beginning of the Tempest, Prosopero is portrayed as not an acceptable father because of his manipulative and wicked ways of treating his daughter. In the tempest Prospero has power which he abuses several times. At the beginning of the story, Prospero causes a storm to hit the boat that he was on with many other citizens from different areas due to selfish reasons with the help of his slave, Ariel. Once the storm hit many others alongside Prospero were scattered across the island. Miranda, Prospero's daughter is with Prospero as they are stranded on the island together, Miranda gets curious how she ended up there. As she starts to wonder and ask her father. Prospero's first response is, "Well demanded, wench. My tale provokes that question." I:2:167-168 In this quote, the word "wench" is used in response to Miranda's question. This word means prostitute and women. Typically, a good or acceptable father doesn't treat their children with disrespectful and outrageous names. In just a straightforward and small conversation he treated his daughter with such wicked respect. Prospero went on talking about the past with his brother's betrayal leaving them to be on the island. Miranda then asked if she provided support to him at the time, "Was I then to you! O, a cherubim Thou wast that did preserve me." I:2:181-183" Prospero responded saying she did support and calm him down. He also says "Cherubim", which means angel. Many people would say this is an example of him being an acceptable father, but it is actually not. He immediately switched from calling Miranda a wench to a cherubim. This can be a form of manipulation by Prospero making Miranda think he was this angel creating a false impression. Often good parents don't place false burdens on their children. Prospero continues with his story and gets to how they were washed up from the boat. He mentioned noises and a verbal description of how they ended up on the island. He mentioned how the storm was viscous and the large winds coming towards them. Miranda asks, and he answers, "How came we ashore? By providence divine. Some food we had, and some fresh water, that of a noble Neapolitan, Gonzalo." I:2:189-192 This quote shows how Prospero was lying to Miranda about the truth of how they were washed up. Instead he says "Providence Divine", meaning god, like they were brought from a special force. This is technically true, but he wasn't straightforward with Miranda, saying he was washed up by his demand to his salve, Ariel. This is another example of him being manipulative to his daughter, because he is just lying to her face. Commonly good parents don't lie to their children in serious situations. In this high intense situation he is trying to isolate her from the truth. This can be mistaken for Prospero trying to protect Miranda from the dangers of the truth, but it will just hurt her in the future. It's better to have trust with your kids, if she finds out he was lying later, she might completely not trust Prospero.

By “Crisp Lemur”

Prospero is an extremely unfair ruler because he is only ruling his empire for his own personal gain. Although some might view his ways as his way of protecting his island; his actions are extremely condescending and manipulative. In discussion, we talked about how Prospero called his daughter a “wench” (Shakespeare 23). The direct definition of a wench is a prostitute. Typically, parents show their children that they love them through affection, actions, and words. Prospero directly contradicts this statement. Calling his own daughter a very demeaning name is extremely offensive because the connotation that prostitute or wench holds is very degrading and insulting. Therefore, his words toward his family demonstrates his coldness because of his intentions. At this point in Act 1 Scene 2 we haven’t seen Prospero interact with many other characters except for Ariel and Caliban. He tells Ariel that after two days of Ariel working hard he will “discharge” Ariel (Shakespeare 33). Typically, leaders have certain attributes that make them an excellent leader. Prospero doesn't have leadership skills such as truthfulness and accountability. Ariel is just one example, he continues to lie and deceive Ariel with the things he tells him, like he will be free soon. He continues to tell Ariel that she will be free soon as long as she follows his rules. This proves that Prospero is an unfair ruler because he just wants to build his own empire and not help out others because normally, leaders come into power to help their region or country. To add onto why Prospero is ruling for his own personal gain, while Prospero and Caliban are having an argument, Caliban mentions all the fond memories he has of Prospero, but how those quickly turned poor. During the argument Caliban says, “Whiles you do keep me from the rest o’ th’ island” (Shakespeare 37). Usually, a leader is someone people seek for help. In this case, Prospero took advantage of Caliban while Caliban was in a vulnerable state and used it against him to enslave him, take his mother away from him, and harm him. This proves that Prospero is only a ruler for his personal gain because he does not exert any attribute of a positive leader and is building his reign on slaves and violence.

Final Discussion: *The Tempest*

Throughout the text, several – well, nearly every – character has made a claim that they have been the most wronged – the most wounded; the most offended; the most put-upon; by others. While the play has a dizzying cast of characters, ultimately, we will determine that one character, out of a list of six, has been more wronged than anyone else; your character and group is randomly assigned:

1) Alonso 2) Ariel 3) Caliban 4) Ferdinand 5) Miranda 6) Prospero

Your task is to build a formidable case, using evidence from across the novel; *and, for warranting and backing,reasoning from the Carl's Coffee Cart discussion + articles,* to suggest that YOUR RANDOMLY ASSIGNED CHARACTER has suffered the most; other characters, by comparison, have not.

Your argument will need to fulfill the following criteria:

- ☐ 1) Provide a total of 8 evidences, including at least one evidence from each act of the play (these evidences should be used in service of two arguments: that your character is most wronged; that the other characters are not);
- ☐ 2) Remember to "zoom in" on the evidence in your explanation of it;
- ☐ 3) Once you have assembled your evidences, break them into convincing, logically organized reasons, argumentative subclaims, that work to support your argument;
- ☐ 4) Provide, as warrant & backing, at least 3 evidences from Carl's Coffee Cart – consider quotes from articles; evidence from the case study; utterances from discussion
- ☐ 5) Craft a claim that captures your position and WMYTT. Ensure your claim is CCUDLS. You could use a **subordinating conjunction** to connect two ideas together.

Inquiry as Student Voice

- When done right, Inquiry gives students space to consider the world around them *authentically.*
    - Students pursue the inquiry throughout the entire unit.
        - Because we build criteria, evidence, and understanding together students are empowered to answer the inquiry within a focused context.

When the inquiry falls flat:

Argument Essay, *The House on Mango Street*

Directions: Develop a claim answering one of the following questions.

What does it mean to belong?

What are one's obligations?

When the inquiry pushes students to consider the inquiry in a context that is relevant and tangible to them. This gives students' skin in the game- it challenges them to be authentic. With AI continuously being prevalent in classrooms, it would be easy for a student to put the inquiry question and the anchor text into a AI platform to generate an essay. However, when the question is geared toward a specific audience and empowers/affirms students' authority of a topic, it is harder for them to use AI to their advantage, especially when an emphasis is placed on using criteria/evidence that we have made meaning of as a class.

When the inquiry invites students to be authentic:

1. The culmination of your nearly 12 years of personal experience in schools and your opportunity to read and reflect on the purpose of education has made you particularly knowledgeable about the student experience in our schools. You have been asked to write a letter reflecting on your overall education experience and, ultimately, to recommend a reform or change that should take place in the next school year that will significantly improve the overall experience of all students in your school (or in earlier grades). Your letter will be formal, but it is also based on your personal experience (you can write in 1st person "I") as well as supporting sourcework. Your letter will have the honor of being read to an audience of school administrators, elected officials and the general public who will carefully consider your recommendation. Your honesty and integrity will be a significant factor in the effectiveness of your argument.

   Your letter must include:

   - An introduction that establishes who you are and why you can speak with authority
   - A reflection on your experience as a student
   - What you have determined (at this point in your life) to be the purpose of education
   - An acknowledgment of how your purpose of education matches your experience

2. As you near graduation and the opportunity to pursue your education beyond the walls of high school, you have experienced numerous successes and challenges throughout. Imagine if you knew as an incoming freshman student what you know now as a first semester senior? What lessons or advice would you convey to your "former" and "younger" self, if you could? **Identify an audience and write a letter** to that "persona" that is either yourself in August of 2022 or a younger sibling or family friend that is or will be an incoming freshman student.

   Your letter must include:

   - An introduction that establishes who you are and the purpose for writing this letter; you will make a claim here about the most important lesson/understanding/advice to consider that will improve this student's high school experience in school within the current educational system
   - A series of paragraphs that establish your "advice" based on what you have experienced and read AND introduces or develops your belief about the purpose of education.
   - A conclusion that provides an optimistic outlook on the years that lie ahead for this person and a final attempt to offer some kind of philosophical encouragement.

When inquiry is at its best, it is giving students a clear space to share their own thoughts and ideas about the question. A summative essay should be geared towards the students. Both of these prompts for Writing for College, a senior course, challenge students to write for a specific audience, with clear goals, guidelines, and opportunities to showcase what they built together as a class.

What Does it Mean to be Educated? Writing Assessment

This is an in-class essay. Students May NOT work on the essay outside of class.

Our understanding of what it means to be educated is complex. Is it academic? Is it the acquisition of life skills? What about common sense or emotional intelligence? What subjects, skills, and values *should* schools promote? What does education mean for the individual? For society?

We have analyzed numerous texts and engaged in meaningful discourse regarding, but not limited to, the following:

Opinionnaire on Education (Collection of Quotations from Harris, Carver, Adams, Einstein, Twain, Carruthers, Dewey, Proust) Opinionnaire discussion notes.

"What I Learned: A Sentimental Education From Nursery School Through Twelfth Grade," by Roz Chast

"Do Schools Kill Creativity?" by Sir Ken Robinson TedTalk

"Want to Get Into College? Learn to Fail," by Angle Perez

"Hidden Intellectualism," by Gerald Graff

"The Purpose of Education," by Martin Luther King, Jr.

The Simpsons Episode: "Separate Vocations"

Student contributions uptake to synthesis

I Sued the School System Prince Ea

Instruments of a Beating Heart Ema Ryan Yamazaki

Dear Stevenson School Board,

I am [name], a senior at Stevenson High School in Lincolnshire, Illinois. I have been learning in public school since I was 5 years old. More than half of my life has been consumed by being taught and receiving an education. I know a lot about the public school system because I have been in it for as long as I can remember. My experience as a student could be described as stressful and overwhelming. Although I have received a better education than many young people my age, I have also found that there are more pressures that follow because of that. In my 4 years of high school, Stevenson has always stressed the importance of college and how all our years here will lead to being accepted into college. By going above and beyond, one's gpa, extracurricular activities and overall grades will determine how successful they are as students. However, in my experience, high school and college is not all about learning the fundamentals, but also exploring oneself. That is why I am suggesting that Stevenson lower the minimum credit requirements for classes like science and math, so students can pursue other classes such as dance, photography and even business classes. This way students can explore their interests in different subjects that they might be better suited for.

Many modern high schools stress the idea of taking more "primary" classes such as math and science while art and elective classes are pushed to the side. My experience at Stevenson

Definition What it means to be educated

Claim Reform Student recommends

* Context + Sub-claim

Sample of solidifying their knowledge and understanding of their peers ideas as well as their own:

Statement 7 on the "education opinionnaire" reads, "I have never let my schooling interfere with my education" (—Mark Twain). Nextanali stated that "different kinds of education can be learned in any circumstances". I think that Nextanali's point here is that even in a school environment, where there can be distractions from education, there is a different type of learning that can be done, such as learning to deal with distractions and how to handle them, and so schooling does not interfere with education, and instead can offer other types of education then the standard 'schooling' that most people think of at in a school environment. While I understand that Nextanali's point is that education is not only schooling, and that people should take any environment as an opportunity to learn (whether that be information, how to respond in different social situations, etc.), I disagree with Nextanali's implication that any circumstance can lead to a situation that can be learned from. I believe this because of my experience, specifically in Spanish 1 from freshman year, in which I was in a class with a student who disrupted class many times and was a big distraction for the entire year. While over the first couple weeks I learned how to better ignore the student to get my work done, there came a point where there was nothing more I could do, as no matter what type of discipline they seemed to receive their behavior did not change. At this point the environment I was in was actively interfering with my education, and there was nothing more for me to "learn" from this unfortunate situation. I agree that we have to make the most out of every

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