Crossing Borders, Blurring Boundaries

What teachers learn as design partners for disciplinary argumentation
What do teachers learn about how to support evidence-based argumentation in their disciplines, as evidenced in their written reflections and discussions?
Inquiry Network Routines

• Professional Reading
• Sharing Student Work
• Reflection on Practice
• Inquiry into Argumentation
• Design and Planning Time
• Cross Disciplinary Conversation
• Disciplinary Inquires
4.6 Disease and Medical Treatment

Unhealthy living conditions in medieval towns led to the spread of many diseases. Towns were very dirty places. There was no running water in homes. Instead of bathrooms, people used outdoor privies (shelters used as a toilets) or chamber pots that they emptied into nearby streams and canals. Garbage, too, was tossed into streams and canals or onto the streets. People lived crowded together in small spaces. They usually bathed only once a week, if that. Rats and fleas were common, and they often carried diseases. It’s no wonder people were often ill.

Many illnesses that can be prevented or cured today had no cures in medieval times. One example is leprosy. Because leprosy can spread from one person to another, lepers were ordered to live by themselves in isolated houses, usually far from towns. Some towns even passed laws to keep out lepers.

Common diseases that had no cure included measles, cholera, and scarlet fever. The most feared disease was bubonic plague, also called the Black Death. You’ll learn more about this disease and its impact on Europe in the next chapter.

No one knew exactly how diseases like these were spread. Unfortunately, this made many people look for someone to blame. For example, after an outbreak of illness, Jews were sometimes accused of poisoning wells.
Examples of Teacher generated Claims by discipline

**History:** During the Medieval Ages illness, like leprosy and the bubonic plague, had an impact on society, culture, and science.

**Science:** During medieval times, there were many diseases that were difficult to treat and were more easily spread as a result of living conditions and lack of modern medical knowledge.

**English:** The history of disease and healthcare reveal human power dynamics in action; some people gain power, while others are disempowered.
Brother Timothy's rigidity limits his ability to see Cassidy's innocence and sense of wonderment in the natural world.

"You are determined, then... out of this room you will not go... You will confess."

Cassidy's explanation of admiring nature was not good enough. Authority figures are threatened by anything that one who breaks rules.

Timothy sees, recognizes Cassidy's innocence, but still rejects it.
Methodology

**Reflection Questions**

What, if any, impact has the READI inquiry network had on your classroom practice?

How, if at all, has your understanding of the disciplinary nature of argumentation changed through your participation in the READI inquiry network?

What evidence, if any, have you seen of student growth/change connected to your work on argumentation?

Please share any other observation, questions, ah-has from your participation in the READI inquiry network.
Emergent Themes

- Deepening Disciplinary Argumentation
- Changes in Lesson Design
- Shifts in Classroom Culture
- Role of a professional Learning Community
Preliminary Findings: Disciplinary Argumentation

“I now see argumentation as a continuing set of practices, rather than a finished written product.”
High School History Teacher

A reported shift from argument to argumentation
Preliminary Findings: Changes in Lesson Design

“I used to think that all of these [reading strategies] belonged to the realm of English and Social Studies. Now I see the place for them in science.”

Middle School Science Teacher

“We are a ‘Turbo Boost’ to Reading Apprenticeship

PROJECT READi inquirium Northern Illinois University Northwestern University UIC University of Illinois at Chicago WestEd
Preliminary Findings: Changes in Lesson Design

Supports Instantiation of Common Core State Standards

“The Standards place special emphasis on writing logical arguments (vs. persuasive writing, sic) as a particularly important form of college and career ready writing.”

Section A of the CCSS

“I have found that with teaching argumentation I need to steer my students away from what they see as persuasive writing from elementary school.... So, I have had to help my students discern the difference between persuasive (writing) & argumentation.”

Middle School History Teacher
Preliminary Findings: Shifts in Classroom Culture

A renewed willingness for engaging all students in argumentation practices

“I thought that only the ‘AP crowd’ was capable of this task.”

High School English Teacher
I never leave a session without gaining some new idea or inspiration, either from our professional readings or activities, or from a classroom practice that one of the other teachers shares.

-- High School English Teacher
Middle School - Social Studies

Starting Point...

- RA Routines + Strategies
- Basic introduction to Argumentation

Getting Going...... (Working w/others)

- Close reading
- Give students open ended questions
- Multiple opportunities for discussion + re-read - gather evidence (claims)
- Create claim w/warrants
- Share out

Repeat Above......

- Slowly removing scaffolds throughout the year

Final Product......

Student is able to create a claim with warrants after close reading on their own