Coaching Culturally Responsive Teachers Appendix

Teach For America | Phoenix
Vic Diaz | Anna Lisa Caraveo | Angela Dimler
Liza Roesch | Allie Roush | Mary Ashley Federer

Table of Contents

Mary Ashley's 6th Grade Socratic Planning Materials and Student Sample.....3

Mary Ashley's 6th Grade Student Writing Samples.....12

Mary Ashley's 6th Grade Student Surveys.....15

Allie's 7th grade Student Writing Samples.....20

Liza's 8th Grade Student Writing Samples 25

Mary Ashley's 6th Grade Socratic Planning Materials and Student Sample

Socratic Seminar

Summary

The National Paideia Center, which has developed extensive materials on using seminars in classrooms, defines a Socratic seminar as a **'collaborative, intellectual dialogue facilitated with open-ended questions about a text.'**

Student Handouts: Open-Ended Questions and/or Critical Reasoning Analysis Sheet, Discussion Partner Evaluation

Purpose

The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation.

Background

In a Socratic Seminar, the participants carry the burden of responsibility for the quality of the discussion. Good discussions occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. The discussion is not about right answers; it is not a debate. Students are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner.

Key Elements

There are several basic elements of a Seminar:

- Text
- Classroom Environment
- Questions

Text

All participants read the text in advance. The text (or article, film clip, or other artifact) should contain important and powerful ideas and values. It should be at the appropriate level for the students in terms of complexity, and should relate directly to core concepts of the content being studied. A certain degree of ambiguity or potential for different interpretations also makes for richer discussion. *It is extremely helpful to number the paragraphs in a text so that participants can easily refer to passages.*

Classroom Environment

The classroom should be arranged so that students can look at each other directly. A circle or square works well. Some teachers like to use desks and have students use name card tents; others prefer simply to use chairs without desks.

The discussion norms should be prominently posted. Some teachers like to also post the initial key question.

Socratic Seminar continued

Questions

Prepare several questions in advance, in addition to questions that students may bring to class. Questions should lead participants into the core ideas and values and to the use of the text in their answers. Questions must be open-ended, reflect genuine curiosity, and have no 'one right answer'! Choose one question as the key interpretive question of the seminar to focus on and begin discussion.

During the seminar, use particular questions to move the discussion along. Towards the end of the seminar, some teachers like to use closing questions that encourage participants to apply the ideas to their personal experiences and opinions. Answering these closing questions does not require use of the text but provides students with the chance to share their own perspectives. Lastly, debriefing questions help students reflect on the process of the seminar.

- **Sample questions to serve as the key question or interpret the text:**
  What is the main idea or underlying value in the text?
  What is the author's purpose or perspective?
  What does (a particular phrase) mean?
  What might be a good title for the text?
  What is the most important word/sentence/paragraph?
- **Sample questions to move the discussion along:**
  Who has a different perspective?
  Who has not yet had a chance to speak?
  Where do you find evidence for that in the text?
  Can you clarify what you mean by that?
  How does that relate to what (someone else) said?
  Is there something in the text that is unclear to you?
  Has anyone changed their mind?
- **Sample questions to bring the discussion back to students in closing:**
  How do the ideas in the text relate to our lives? What do they mean for us personally?
  Why is this material important?
  Is it right that....? Do you agree with the author?
- **Sample debriefing questions:**
  Do you feel like you understand the text at a deeper level?
  How was the process for us? Did we adhere to our norms?
  Did you achieve your goals to participate?
  What was one thing you noticed about the seminar?

Socratic Seminar continued

Seminar Structure

The Seminar can be divided into three time periods:

Before the Seminar

- Introduce the seminar and its purpose (to facilitate a deeper understanding of the ideas and values in the text through shared discussion).
- Have students read the text. They may use one of several formats to process the information. The Open-Ended Questions and/or the Critical Reasoning Analysis Sheet can be used to help students understand the content. These can be used as the 'ticket' to participate in the seminar. Share any expectations related to assessment.
- Review the Discussion Norms
- In addition to the classroom discussion norms you may have already set, it is important to include the following norms, or ones that are similar:
  - Don't raise hands
  - Listen carefully
  - Address one another respectfully
  - Base any opinions on the text

  Additional norms might include
  - Address comments to the group (no side conversations)
  - Use sensitivity to take turns and not interrupt others
  - Monitor 'air time'
  - Be courageous in presenting your own thoughts and reasoning, but be flexible and willing to change your mind in the face of new and compelling evidence

During the Seminar

- Be seated at the level of the students and remind them to address each other and not you!
- Pose the key question.
- Ask participants to relate their statements to particular passages, to clarify, and to elaborate.
- If the conversation gets off track, refocus students on the opening question by restating it.
- Use additional questions to move the discussion along.
- Invite those who have not spoken into the conversation. Some teachers use talking chips (each student is allotted a number of chips that they use when they make a contribution) or a talking chain (asking each person to comment or pass in a circle). The chips may be especially useful when working with very young children but should be used only until students 'get the idea'.
- You may wish to record for your own purposes the main ideas discussed and the contributions people make (using a shorthand or diagram) to refer to as you facilitate.
- It can be helpful to summarize the main points made in the discussion, either at a quiet point or towards the end of the discussion.

After the Seminar

- Ask debriefing questions of the students.
- Share your own experience with the seminar as a facilitator.

A Socratic discussion is a text-based discussion in which an individual sets their own interpretations of the text alongside those of other participants. The aim is a mutual search for a clearer, wider and deeper ('enlarged') understanding of the ideas, issues, and values in the text at hand. It is shared inquiry, not debate; there is no opponent save the perplexity all persons face when they try to understand something that is both difficult and important.

— Walter Parker, PhD, University of Washington

Using Interpretive, Literal, and Evaluative Questions

Interpretive Questions

The core of the Socratic Seminar is devoted to considering interpretive questions. These are questions that ask students to interpret the text. They should be genuine questions - ones that you are also interested in. No single right answer exists, but arguments can be made to support different positions. Students need to make their points using passages from the text to answer these questions. Sample interpretive questions might ask for the values evidenced by the author within the text, or might ask students to choose the most important word/sentence/paragraph and describe why it is the most important.

Literal Questions

Literal questions are used by some teachers at the very beginning of a seminar, to ensure comprehension of the text. These are questions that can be answered directly from the text. The answers are contained within the text and are stated clearly. Sample literal questions might ask for an important text detail, fact, or quote.

Evaluative Questions

Evaluative questions are sometimes used at the very end of a seminar, to allow students to share their own positions and opinions. Answers to evaluative questions rely on student's own experiences, not on the text itself. Students will not need to cite particular passages to answer these questions. Sample evaluative questions might ask for student opinions about the author's position, or how the ideas in the text relate to their own lives.

Variation: Fishbowl

If you have a large class, it may be helpful to divide the students into two groups and use a fishbowl format.

One half of the class is in the 'center' facing each other and discussing the text, while the remainder is on the 'outside' observing and listening. Members of the outer circle can take notes or use an evaluation form to track the overall conversation or to focus on specific participants. The Rubric for Evaluating Classroom Discussions, as well as the Socratic Seminar Fishbowl Discussion Partner Evaluation could be used for this purpose.

During the seminar, some teachers reserve an empty 'hotseat' for those in the outer circle who really want to jump in to make a contribution and then leave.

At the end of the conversation, the outer circle can share their observations. The groups then switch to allow the outside group a chance to discuss.

Assessment

A rubric for evaluating a Socratic Seminar discussion is provided in the assessment section. This rubric may also prove useful to students who are evaluating other students or reflecting on their own participation.

Based on materials shared by Walter Parker, PhD, University of Washington, Paula Fraser, Bellevue PRISM program, Bellevue, WA, Jodie Mathwig and Dianne Massey, Kent Meridian High School, Kent, WA. We also gratefully acknowledge the influence of the Coalition of Essential Schools and the National Paideia Center.

Student Handout

NAME_____ Date_____ Period_____

Socratic Seminar
Discussion Partner Evaluation

Name of person you are observing _____

Your name _____

Seminar Topic _____ Date _____

1) Record a check for each time your partner contributed in a meaningful way: ____ ____ ____ ____ ____

2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

_____ Analysis and Reasoning
Did your partner....
Cite reasons and evidence for his/her statements with support from the text?
Demonstrate that they had given thoughtful consideration to the topic?
Provide relevant and insightful comments?
Demonstrate organized thinking?
Move the discussion to a deeper level?
Notes/Comments:

_____ Discussion Skills
Did your partner...
Speak loudly and clearly?
Stay on topic?
Talk directly to other students rather than the teacher?
Stay focused on the discussion?
Invite other people into the discussion?
Share air time equally with others (didn't talk more than was fair to others)?
Notes/Comments:

_____ Civility
Did your partner...
Listen to others respectfully?
Enter the discussion in a polite manner?
Avoid inappropriate language (slang, swearing)?
Avoid hostile exchanges?
Question others in a civil manner?
Notes/Comments:

Student Handout

NAME_____ Date_____ Period_____

Open-Ended Questions for a Socratic Seminar

When preparing for a Socratic Seminar, write questions using these sentence frames to stimulate your thinking about the article(s) you read. Choose and complete 5 of the following:

- What puzzles me is...

- I'd like to talk with people about...

- I'm confused about...

- Don't you think this is similar to...

- Do you agree that the big ideas seem to be...

Student Handout

- I have questions about...

- Another point of view is...

- I think it means...

- Do you think...

- What does it mean when the author says...

- Do you agree that...

Student Handout

NAME Syaffia Sahl Date 12/10/12 Period 1st

Socratic Seminar
Discussion Partner Evaluation

Name of person you are observing Israel

Your name Syaffia Sahl

Seminar Topic The hunger games. Date 12/18/12

1) Record a check for each time your partner contributed in a meaningful way: ✓ ✓ ____ ____ ____

2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following? 3

4 Analysis and Reasoning
Did your partner....
Cite reasons and evidence for his/her statements with support from the text? X
Demonstrate that they had given thoughtful consideration to the topic? ✓
Provide relevant and insightful comments? ✓
Demonstrate organized thinking? ✓
Move the discussion to a deeper level? ✓

Notes/Comments: They need to entertain the people so they don't get bored about the game. There wasn't really a "main there" in the Hunger Games. The districts is being oppress because the Capitol has more power. So e

5 Discussion Skills
Did your partner...
Speak loudly and clearly? ✓
Stay on topic? ✓
Talk directly to other students rather than the teacher? ✓
Stay focused on the discussion? ✓
Invite other people into the discussion? ✓
Share air time equally with others (didn't talk more than was fair to others)?

Notes/Comments: - Most people agreed that poor people are not being opress
- The conflict is man v society

5 Civility
Did your partner...
Listen to others respectfully? ✓
Enter the discussion in a polite manner? ✓
Avoid inappropriate language (slang, swearing)? ✓
Avoid hostile exchanges? ✓
Question others in a civil manner? ✓

Notes/Comments:

Mary Ashley's 6th Grade Student Writing Samples

Before CRT unit

Sara Goodson
Ms. Federer
Period 2
8/8/12

My Life Goal Is To Be A Photographer. I Want To Be A Photographer Because It Is Fun, And You Can Get Paid For Taking Pictures.

Photographer's need Focus In order To Take Good Picture's. Some Reason's Why I Want To Be A Photographer Is Because My Sister Is One, It's Fun, A Good Career, And You Get Paid Alot. There Is Alot Of Aquitment Need To Take And Or Edit Them.

The Collage I Want To Go To Is, Arizona State University (A.S.U) And Take Photograpy Classes. In Order To Do That I Need To Take The S.A.T.'s, And Ap And If The High School I Go To Has It, I Also Want To Take Photography To Get Better.

I Need To Do Good, Follow Rules And Get Good Grades In 6th Grade And Middle School In Order To Do Good In High School. Right Now I Have A 7th Or 8th Grade Reading

After CRT unit

Sara Goodsar
Ms. Federer
2nd Period
12/12

What do you want to be when you grow up? I want to be a teacher for younger kids, I want to teach reading.

I want to be a teacher because I want to help other people reach thier goals. I want to ~~[illegible]~~ teach younger kids because Im good with little kids. To be more specific i want to be a reading teacher for smaller kids because I like to read and i want younger kids to enjoy reading. If younger kids enjoy school they have less of a chance to become a statistic.

I will get there by taking A.P. classes. Also I will take the S.A.T. & the A.C.T. In Highschool. I am going to take classes to support the subject's that i want to teach so that I can get better at them.

This year i will try my hardest to get really good grades. Out of all my ~~[illegible]~~ grades i want to raise my math grade so i can go to 7th grade and reach my reading goal of 80% Mastery & reach my goal to get to 7.4 before 6th grade ends. How I will do that is i will work harder, finish all my work, talk less in class, pay more attention, and stop playing around.

That is how i will reach my goals. If I have some extra time i want to reach my ~~[illegible]~~ other goal which is to become a Part-time Photographer. Wish me luck!

Mary Ashley's 6th Grade Student Surveys

Use this page to tell me how this year is going. Please be honest.

What's going well about this class?
Its going great I am learning a lot better then I did in 4th grade I am learning all I can every day. It's going great. I am learning a lot better than I did in 4th grade. I am learning all I can every day.
What do we need to improve?
what we need to improve is our attention we need to be more respful when the teacher is talking to some one.
Is there anything else you'd like to tell me?
I would like to say this is the most amazing class that I have ever been in this is a fun classroom I think there is no other classroom that is funer than this one because this one is so much fun. I would like to say this is the most amazing class that I have ever been in. This is a fun classroom. I think there is no other classroom that is funer than this one because this one is so much fun.

Use this page to tell me how this year is going. Please be honest.

What's going well about this class?
The thing thats going well is that you always teach us things we need to know in life. you always do it for a reason.
What do we need to improve?
I think that we need to improve on is nothing every thing is good most of the time, but you rarely tell us when were making progress.
Is there anything else you'd like to tell me?
I would like you to listen to our suggestion. Instead of saying "put it in your back pocket." Other than that every things good..

Use this page to tell me how this year is going. Please be honest.

What's going well about this class?
Everything is going well in this class. I think the teacher in this class is always well-prepared and ready to go. The students also doing well and almost reaching their goal which is 80% mastery. The one biggest thing that the students are doing well at is on community circle. Community circle helps a lot of students to prove to the teacher that they are serious about learning and that they are smart.
What do we need to improve?
I think we need to do community circle more often. The reason why is because students could share their idea. Second, I think we need to fit more study/work time. The reason why is because students don't do their homework or finish their work sometimes. Last, I think we need to do some fun but still studying activity. I believe it will help students learn better.
Is there anything else you'd like to tell me?
There isn't anything else I like to tell you but I think you did an awesome job this year. The one thing I suggest is to hold us to a higher expectation so students will be more responsible and discipline.

Use this page to tell me how this year is going. Please be honest.

What's going well about this class?

The thing thats going well in this class is you push us to high expectations and sometimes we don't get them but you still don't give up on us. You keep Trying.

What do we need to improve?

I think we need to improve on being kind and respectful in this class. Also we need to improve on listening and paying attention in class. Thats what I think about That.

Is there anything else you'd like to tell me?

No, there is nothing else I need to tell you!!

Allie's 7th grade Student Writing Samples

Allie - Student 1

Braulio
salazar
Jr
1-14-13

My home is my pride and joy. My home is like a little boys ice cream but like every ice cream it melts and goes away. In everyones life there are consequences that everyone faces, but for our own good. There are a lot of reasons that I would leave from home, but mainly because I want to meet different people, I want to be a great leader, and I want more opportunities.

As I am growing up in Phoenix, Arizona I realize that I could be somewhere else in Arizona that leads me into a more advanced and creative future. I'm not saying Arizona is bad in Education, but I just want to try something different. I want to experience meeting diffeamt people who are trying to be successful in life and the ones who are. If I was to meet different people I would probably learn new things from them and receive help from them in school. An unconvincing reason is that my old friends will get jealouse and think that I forget about them. I would try to be someone new with my new friends and they would like me. I would mostly have more friends to depend on. If there was something I needed they would support me. A very important reason to not trust yourfriends much is because you never would know when they would back stabbe you.

I want to be a great leader in other words I want people to see me as a great example.

Allie - Student 1 (cont.)

People would be astonished and they would try to be like me and others wouldn't even bother to stare. I want to be the motivation of many youngsters. My succession would inspire them. People try hard and when they think they can't anymore they give up. I also want to be seen as a warrior because of the courage of leaving my community and never giving up. I as a warrior would sacrifies to receive good knowledge.

I want to be given more opportunities such as going to North high school. North has a very good education programs that I would like to be in. A bad reason for me to be going somewhere else would mean that I would have to leave my known ones. I would go to a good college depending on how I do in high school. If I don't try my best in high school my opportunities would not be so good. AS I finish college I would want to be living life the way we should be living it. With my knowledge I would most likely get good jobs. Chasing my dreams all day would keep me apart from my family each day.

There are a lot of reasons that I would leave from home, but mainly because I want to meet different people, I want to be a great leader, and I want more opportunities. It's important to face your consequences because to be successful you would have to sacrifice. for my ice cream not to melt and go away I would refrigerate it in other words take advantage of free and good education.

Allie - Student 2

Home is where the heart is, but to me it was like a maze, impossible to find a way out. Everyone at one point thought about leaving home and from that there are always consequences, both good and bad. Many people can get stuck in a ditch trying to handle their consequences from leaving home. I have stayed to long in the same place and now its time to pack my bags and hit the road. I have many reasons why I would leave home, but the 3 main reasons is to have new experiences with music, learn about different cultures, and go to Harvard.

Leaving Phoenix would give me a chance to experience new things with music. I want to be able to play new instruments that I have never played before. I want to be able to play different kinds of music such as classic and mariache music. It's going to take time to learn meaning practice. It might take alot of energy, but it will be all worth it. I want to be able to make my own songs and beats. It's going to take patients, inspiration, and brainstorming. Songs and beats dont just pop in your head, it's not that simple. Having my own experiences with music I want to teach other people, I want to give the lessons. I want to play along with them using my knowledge from the lessons I took before. It will take alot of work and brain power. It wont be easy, have you seen how much work teachers do for only one lesson.

Staying with people in the same community and having the same culture as them is boring. I want to find out about different cultures, more exciting, interesting, and fun. I've always wanted to learn different languages instead of sticking

Allie - Student 2 (cont.)

with just English and Spanish. I think I'll find an empty box of cereal more interesting than staying with the same old culture. Learning other languages will help me meet new people from all kinds of places. I can be a cazell roaming free with no lions to worry about. Its going to take alot of memory, training, and understanding. I want to learn about different traditions that cultures have. I want to try tradition clothing, food, and dances. I might find something from their tradition that's uninteresting. Some cultures ancient history I have found very interesting. I will have knowledge of many cultures history by learning about them. I know learning about their ancient history I will run into boring parts of their history. Not everything can be interesting.

I've always wanted something that would change the direction of my life, a place where I knew I was guarenteed to have a future, Harvard. Staying here in Phoenix for so long made me realize that I'm tired of the same exact University that everyone else had gone to, I am taking a different turn, I'm going to Harvard for a better education. I know it's the top number one law school, guarentee to have a career and future. I also know that I will have to work my hardest to stay that means studing alot. Where Harvard is located it is far from home. Leaving my friends and family I will be missing them alot. Being at a new place I will meet new people and eat new food. Harvard is a great place to start my career. Since Harvard is a fantastic law school I will suceed at being a lawyer, but it's going to take more time on studies

Liza's 8th Grade Student Writing Samples

Liza - Student 1

1/11

To begon with, in the Absolutely True Diary of a Part-time Indian, Junior leaves home. Junior leaves home in search of a better education. At his home school, Wellpinit, they donot have the same education as Reardan, a white rich school. Junior decides to leave because his teachers and friends don't believe Indians will be able to get a good education and advance with their life. Because Junior leaves home, his sister Mary also decides to leave home. Mary was a lonely girl that stayed in the family's basement. In a she get's married with a man of pockets filled with gold coins. They both move to Montana. Under those circumstances she dies in her own home in a house fire. To get back to the topic, Junior finds a lot of great things at Reardan. He has a girlfriend, the kid that tried to beat him up, becomes friends with him, and he is well educated and proves the people on the rez wrong.

In advance I would leave home inorder to find a better neighborhood. My neighborhood is filled with little children running around in daylight. They scream and they laugh of joy. On the other hand, many kids are not playing around in the street at dusk because there is also bad people around. They have drugs and harmful stuff into the neighborhood. We don't have a policeman patrolling the area because no reports have been submitted into them. In addition, the children can't get a good education because they can't stop focusing on their house being safe and not robbed. That's why I would leave home to find a new home. I would leave my house without my parents because they don't have enough money to buy a new house so I can live with them.

Liza - Student 1 (cont.)

Finally, leaving yur house can have some good and bad consequence). If I really left home, I would have good and bad consequences. The good consequences would be me getting a good education with out any distractions. I would see my family cheerful and a bright smile on their face because I made the right decision of leaving home. The bad consequences would be losing family and friends. By that I mean, I may lose family because they think I can't make it through college. Not all my family had an education. What would be yur consequences of leaving home?

Liza - student 2

In The Absolutely True Diary of a Part-time Indian Junior leaves home because he is search for something and along the way he receive both positive and negative consequences. Junior left his school, Wellpinit, in search of a better education. He wanted a better future, and more importantly hope. There were positive consequences to this that actually tortured him less. Some of these consequences were being the star of the basketball team, a good education, and meeting his girlfriend Penelope. In addition, he gained hope for the future. He saw another door open and instead of it being dark the door opened widely and it was all of shimmery light. Or the contrary, there were also negative consequences like being discriminated against, being shunned and almost losing his best friend. In the end the negative and the positive balance each other and Junio finds what he is looking for.

Three reasons why I would leave home are having a better education, college, and to have a job. Having a better education is an important thing to and I will break "tradition" to get it. For example, almost all my cousins went or are currently going to Carl Hayden because it is close to their house. They don't strive to get a better education. Secondly, college is one thing I will not miss out on. I want to go to my dream college, Stanford University, and I want to succeed. Stanford is located in California.

Liza - Student 2 (cont.)

general I would have to leave home. Another reason I would leave home is to get a job. To illustrate, a dream of mine is to become a fashion designer, and I think the most prudent way to do so is to move out of Arizona to work with the Gucci Co or for the Jimmy Choo line. So as you can see many things motivate me to move

Furthermore, two more reasons why I would leave home is to travel and to be free. Traveling is something I want to do when I come of age. For example, I would like to travel to Austria, Hungary, Italy, France and Switzerland just to name a few. I would also leave home to be free. I sometimes feel that my parents suffocate me. They care about my well being way too much. So as you can see I have many reasons to leave home.

There are 3 consequences that I can think of that will happen if I leave home. My family could shun me. To illustrate, my dad thinks that family should stick together. He might not consider me of the family if I left. My parents could also understand my needs. For example they could see that other things are more important. Finally, the last consequence I can think of is them seeing how they affect me negatively. They could see all the bad things and ask for forgiveness. So there are many things that

Liza - Student 3

Liza Peche
1/11/13
Period 3

In The Absolutely True Diary of a part-time Indian Junior leaves home in search of hope. Junior decided to leave the reservation to go to Reardon High school, which was an all white school. Junior thought that if he left he would find hope their because he thinks no one will give up over there. He also left because he wanted a better education and wanted to suceed, I mean at his reservation school in Wellpinit they were using the same books since his mom went there, Although Junior left for possibly a better life for him he also had some downsides to it. So after he left Junior lost his best friend Rowdy, which was basically his only best friend. On top of that since Junior had the courage to leave it gave his sisters, Mary, courage to leave to another state and get married. Yes it sounds not bad right now, but Mary and her husband threw a party and no one knew that the stove was on, so they ended up burning in their trailor they lived in. A tragety there, but Junior also lost respect from all the Indians because they all thought he broke the Indian Cultures by leaving the reservation. Now all that sounds the worst for someone, but Suprisingly there were some amazing turn around for Junior. So in the beginning he had no friends to start with, since he went to Reardon Junior got more than just friends he actually got a girl friend. And when Junior was at the reservation

Liza - student 3 (cont.)

he always played basketball with Rowdy, so what did Junior decide to do when basketball season was coming up? Yup, he tried out for the basketball team. And as another scoop of ice cream, he made the basketball team and was their special weapon. And as a cherry on top Junior got respect from everyone in Rearden and got a good education on top of it.

Now Junior had the courage to leave the reservation in order to find hope and get a better education, I would leave my home to go do something I love. My favorite thing is taking pictures of almost anything because I want to become a photographer. And when I take pictures I always want to be alone so maybe that's another reason to leave, just to be alone for a while taking pictures of anything that catches my eyes. Also every house, and I mean every house has some drama in it, but with a family of 7 and being the way I am, I absolutely hate nothing more than drama. So once drama is spreaded into my house maybe I'd leave for that reason too. Yes, that is not the most perfect reason to leave, but everyone has their own reasons for everything. Like everyone else we all have a rage limit and once mines is broken I'm gone to go do something I love. We all have that time of our limits where it's like, "don't push me, don't do it, you don't want to." So you push me over the top of Mount Everest, I'm visiting new place. Like why not? Theres all these beautiful places in the world

Liza - Student 3 (cont.)

I want to go see, maybe I'll go see those places, I don't know. The point is, if I leave I'm going to do what I love, visit new places, and meet new people.

Now my consequences for that would be both good and bad, but no matter what I'd still be gone for my reasons. A good thing that would be happening is I get to do what I love. If I had the choice I think I would be out almost all day long just going anywhere and everywhere I possible can. But still theres not always good consequences, even though it will sometimes seem like that. If I did leave I would end up having to do everything on my own. Not every 11 year old knows how to take care of themselves. Although I would have to I'd probably just learn quick from it.