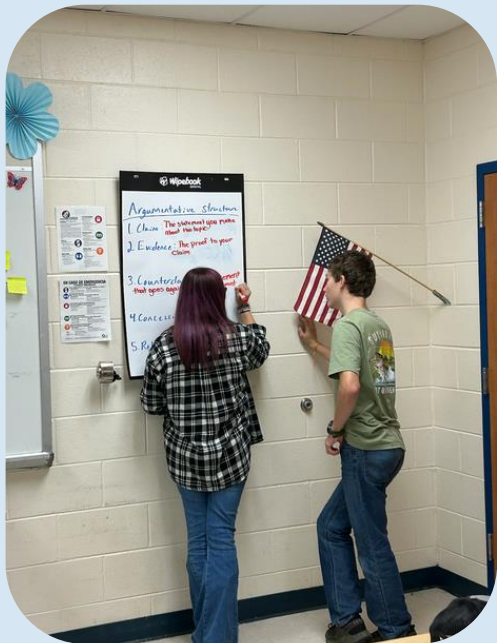


Inspire and Engage: Building Better Classrooms Together



Outcomes:

By the end of this session, participants will:

- Review the core principles of Building Thinking Classrooms (BTC).
- Identify leadership strategies that support successful schoolwide implementation.
- Experience key BTC practices through collaborative activities in different content areas.
- Explore ways to support multilingual learners and co-teach classrooms.
- Develop actionable next steps for implementing BTC in their schools.

Presenters:

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South Carolina Social Studies Standard

USHC.3.ER: Utilize primary and secondary sources to explain how regional and ideological differences led to the Civil War. (Focusing specifically on the economic realities of slavery and the political battle for regional control).

"In 1860, the United States was like a house pulling apart at the seams. Today, your group is a team of detectives. You are going to look at raw puzzle pieces from that time period. Your job is to figure out the major friction point that tore the house down."

The Task: Read the assigned primary source excerpt. As a team, identify one major economic or political complaint mentioned and write a single, summarized sentence on your board explaining why this issue would cause a war.

Cause Card 1

Slavery

- Southern economy depended on enslaved labor.
- Many Northerners wanted to stop slavery from spreading.



Picture: Cotton field / enslaved workers

Cause Card 2

States' Rights

- Southern states believed states should have more power than the federal government.



Picture: State and U.S. flags

Cause Card 3

Sectionalism

- North and South had different economies and beliefs.



**Picture:
Factory vs. farm**

Cause Card 4

Expansion West

- People argued whether slavery should be allowed in new territories.



**Picture:
Map of western expansion**



\$100,00 Reward!

RANAWAY from the subscriber, on the Tuesday before New Year, December the 27th, 1853 a black woman named HARRIET aged about 19 years. She is about five feet eight inches high; tolerable dark, speaks pretty quick, and is quite smart and talkative.

The above reward will be given for the return of said girl, or a liberal reward for information that map lead to her recovery.

HANNAH WARNER.

Greenup county, Kentucky.

jan10-1854-wlw*

Standard ADV-3 / MAR-4: Develop an advertising/promotional campaign to include product selection, branding, and messaging.

Task: Our school store severely miscalculated a manufacturing order, and we now have 10,000 units of an air freshener that smells exactly like rotting garbage and wet dog. We cannot return them to the company for a refund. How do we market and sell this inventory to avoid a massive financial loss?"

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Challenge 1 (Target Market): Which demographic is our ideal buyer for a garbage-scented product? (e.g., hunters, pranksters, law enforcement training).

Challenge 2 (Rebranding): Rebrand the product. What will you name it? Create a slogan.

Challenge 3 (Pricing & Place): What is your pricing strategy and distribution channel?

Standard ELA.E2.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The Prompt: Write the following question on the board: "If you were on a jury putting the tragedy on trial, which single character or force is most responsible for Romeo and Juliet's deaths?"

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The Prompt: Write the following question on the board: "If you were on a jury putting the tragedy on trial, which single character or force is most responsible for Romeo and Juliet's deaths?"

Task Instructions: Groups must brainstorm a list of at least five characters or factors (e.g., Friar Laurence, Lord Capulet, Tybalt, The Feud, Romeo/Juliet themselves). Rank their choices.

C (Claim): State who/what is to blame.

E (Evidence): Provide a direct quote from the text.

R (Reasoning): Explain how the evidence proves the claim.

Standard B-LS1-5 / H.B.3A.2: Develop and use models to describe how photosynthesis transforms light energy into stored chemical energy.

Present the students with a photograph of a giant Sequoia tree weighing over 2 million pounds. Ask the class: "If we planted a tiny seed that fits in the palm of your hand, where did all the mass of this massive tree come from?"

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Task: Groups must create an initial concept map or visual model on their whiteboard explaining where plant mass comes from. They must draw out the "inputs" (what the plant takes in) and hypothesize the "outputs" (what the plant produces).

North Myrtle Beach High School Journey

Phase 1: Awareness

- Build curiosity
- Started with a book club. Read the book and discuss. Another book club this summer for all EOC content areas and any new teachers
- Provide experiences
- Attend training/conferences
- Visited classrooms
- Modeling of lessons at all levels- PLC presented as a BTC lesson
- Recruited volunteers
- Who is eager to try something new?
- Who may be struggling to raise test scores?
- Went to conference.

Phase 2: Early Adopters

- Math Department- started using vertical services, thin slicing
- Raised Math EOC scores significantly
- Data Dive as a PLC BTC lesson- teachers wanted to know why Algebra 1 scores were so amazing.
- Classroom visits to each other
- Classroom visits from other content teachers
- Continued with book study and trainings

Phase 3: Coaching and Modeling

- Modeled lessons during PLC
- More classroom visits
- CWT document included look fors
- Curriculum writing- included thin slicing
- Coaching from the district and IC

Phase 4: Schoolwide Culture- we are continuing to do this

- Shared language
- Vertical Surfaces in every room
- Student ownership
- Continuous refinement
- Teacher as facilitator
- Students thinking- productive struggle in all areas
- Train new teachers
- Continue to build and monitor