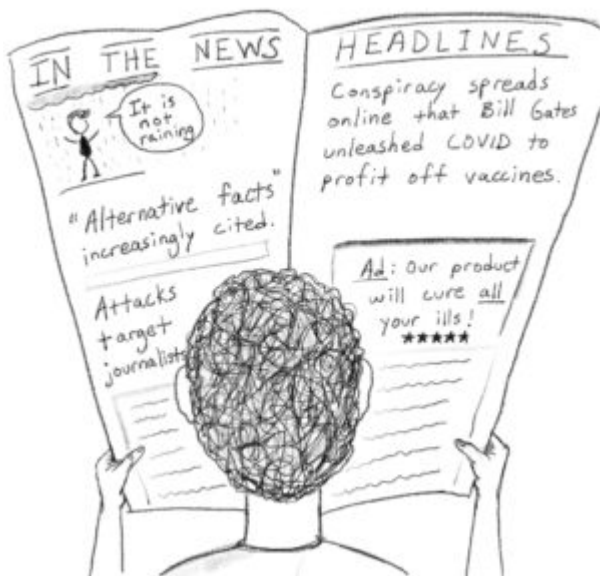
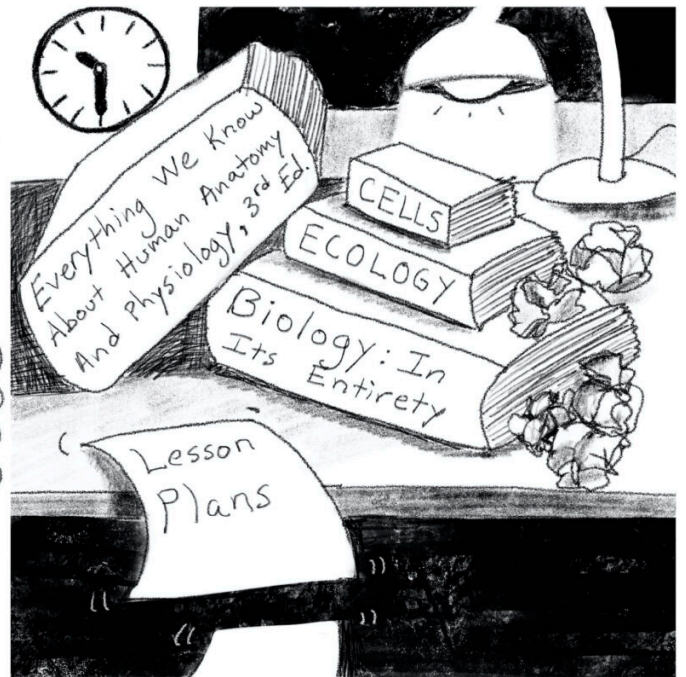
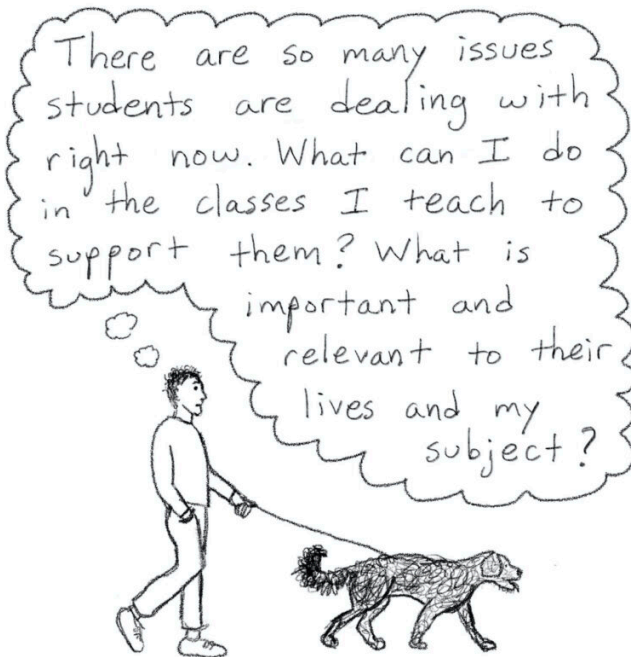
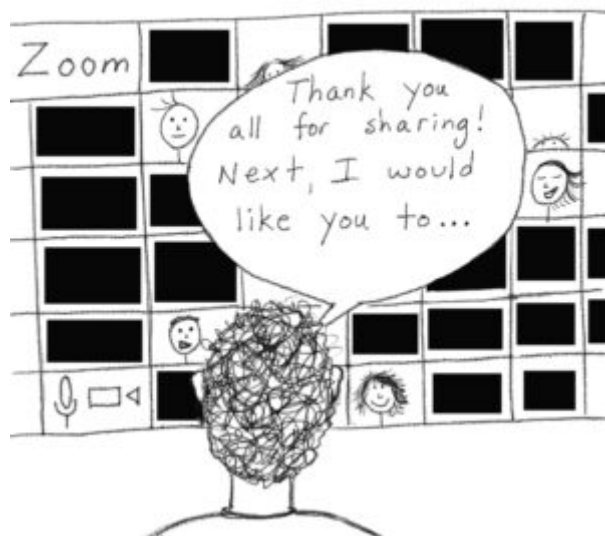


Where Do We Go From Here?



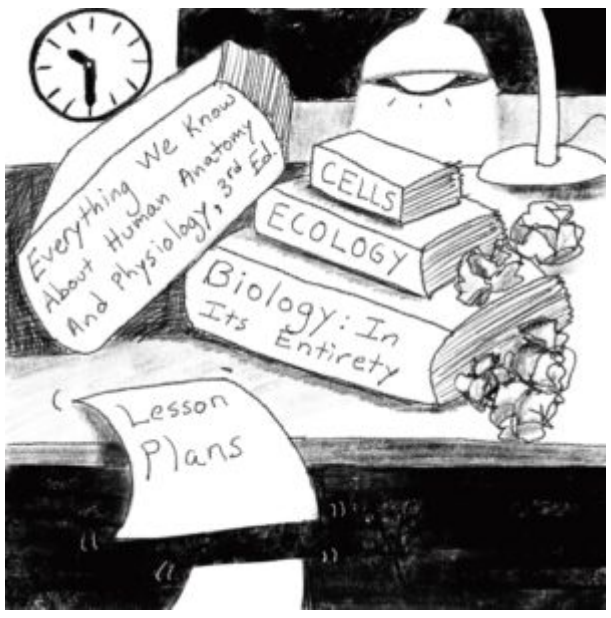




| Student Survey Results |
|---|
| "We like that you take time to get to know us." |
| "We are behind the classes taught by other teachers." |
| "This is my favorite class." |
| "Too much time on zoom." |
| ~~~~~ |
| ~~~~~ |



There are so many issues students are dealing with right now. What can I do in the classes I teach to support them? What is important and relevant to their lives and my subject?



Grades are due

Students struggling with mental health.

Number of COVID cases back on rise

Zoom crashes

School board changes reopening plans, again.

Daycare closes - Two week quarantine

Tensions running high as people try to vote.

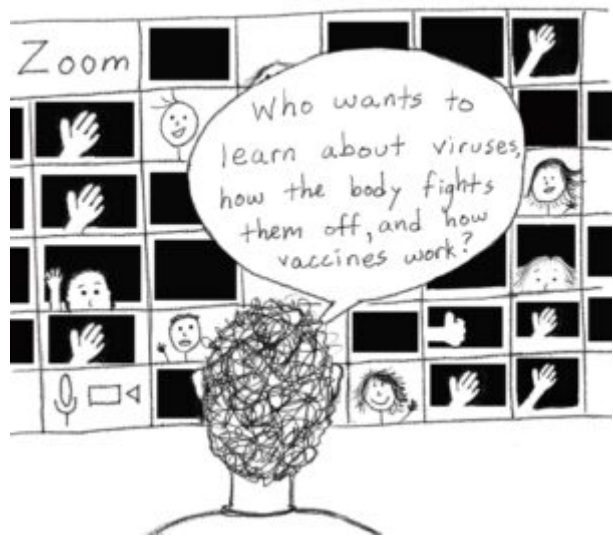
Armed protest at State Capitols around the U.S.

Double the number of failing students since last year.

What should I prioritize in my classes?

Ah!

| INBOX | SENT |
|---------------------------|-----------------------------------|
| Revised Reopening Plan | Are you OK? |
| Anyone seen this student? | I didn't see you in class |
| New Policy | Please turn in some work |
| New Tech Tool | How can I help? |
| Thank you teachers | How is _____ doing in your class? |



Our schools are a reflection of our society, but they also have to work to make our society better.



How can I best equip my students to be scientific question-askers, thinkers, and problem solvers?

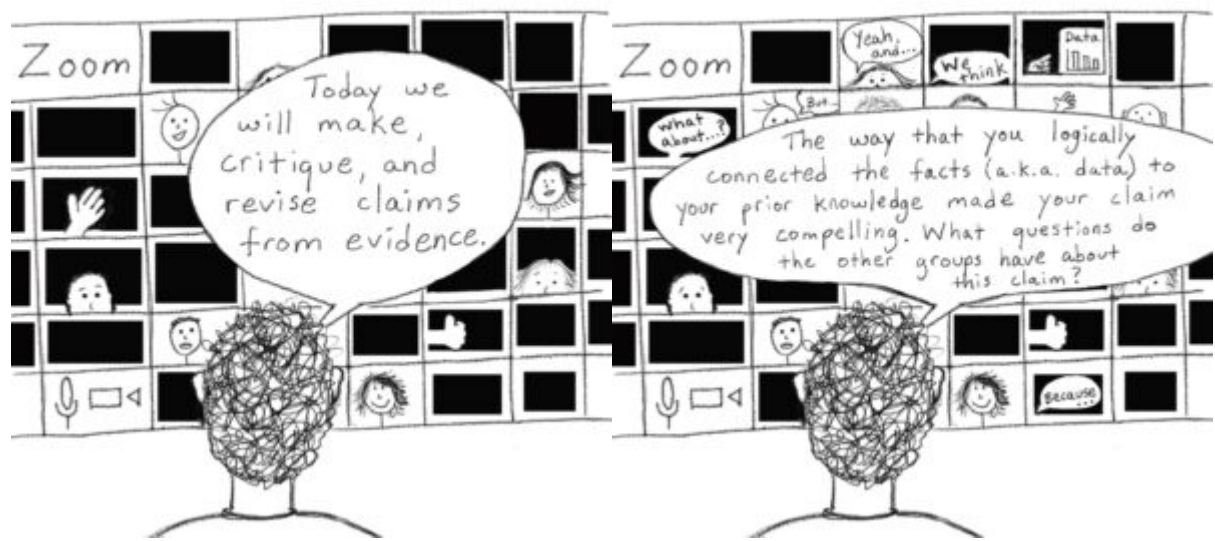




ACTIVITY
How Science Works

Terms:

- Fact - observable and verifiable. Able to be sensed directly.
- Claim - answers the question being asked. Our interpretation of the facts based upon our prior knowledge.



Our Group made a different claim. Hearing the other group, we realized we had different data.

When our group saw the new data we revised our claim because...

Mr. A, someone on TV said that the public health people changed their policy on masks, so that means they don't know what they are talking about.

What did you think when you heard that?

I thought, that person misunderstands how science works. We have to revise our claims and our policies if new evidence demands. We cannot cherry pick data.



[Download Comic](#)

Chris Anderson is a Knowles Senior Fellow who has been teaching at the secondary level for eight years. He has taught integrated science, environmental science, sociology, chemistry, biology, and anatomy-physiology. Chris recently relocated to the Chicago area, following his spouse, and started at New Trier High School amidst the COVID-19 pandemic. He has lived in Michigan, Wisconsin, and Illinois, but never very far from the Great Lakes. Chris likes to grow things to eat. You can find him, occasionally, on Twitter [@grow_sci](#) or email him at chris.anderson@knowlesteachers.org.