

Students' Biography Inquiry, Gr. 7

Boy: **[00:00]** And we did some biography work, a little while [sic] back. And we started with doing biography work on the teacher, and after that with my partner, Lucas. And we had some really good feedback, and it was something that you had to do to get better questions of things that you want to pull out of the character that you're, that you're interviewing, so you can get a better perspective on the way they've been brought up and the way that they've, like, grown as a, as a person.

[00:30] So the first thing we had to do was find the person that you wanted to interview. And I did Mr. Gardner(?), who's downstairs. And I just—I've always liked him as a teacher. He's always been a nice guy, so I wanted to get to know a little bit more about him.

[00:42] Then we had to create a release form to, like, like, so, so it was okay for him to allow us to record. And then we had to get our information and our questions for him, which—you really kind of did have to think a little bit about your character that you're doing. Because if you just threw out random questions, he might not be able to, like, answer them. So, so if you just threw out random questions, he wouldn't answer them. So you had to think about your character that you're interviewing, so you can get good responses and good paragraph responses so you can make a biography on them, and a well-written biography on them.

[01:18] Then once you did that, you had to write all your answers out and then you kind of created a paragraph and a summary of what you have done to, to create the biography that you did do. And then—which, which was a little bit tricky at the first—at first. But then—it, it was fun, honestly. It wasn't, it wasn't a tricky, hard—that I don't want to stop—I want—I don't want to stop. I want to keep on doing this because I enjoy it. That's how I felt about it.

[01:46] Well, I think it's just not—for me, it was to think deeper about the questions that you're asking and to think deeper about what you're doing. And—so you can have—and also helped me not being shy to ask people—like, I—I'm never—I'm not a shy person. My parents tell me that all the time. But, it's just, interviewing people, it's a little bit different than just going somewhere and talking to somebody that you don't really know.

Female: Okay.

Boy: **[02:13]** So after, what we did with our interviews with Mr. Gardner and one of the teachers around the school, our next step was to interview one of your relatives so you could have a little bit more of a challenge, so you can think about their timeline and so you can get different questions of our relatives. So it's an actu(?)—it was the next project and challenge.

Female: **[02:32]** Okay.

Boy: Of what—she told me—she was telling me about the house that she built. Because my Pa, who was a war veteran—and how back then the government gave them money to buy land so they could, when they got back from war, they could live. So they gave—they got land and they built a small, little cabin. And they had tons of land to do this. And then my great-grandma had a baby, and she, she grew up and

then she gave them half of their land to build a house. But then Tama(?) moved in with them in their new house and sold their old house, and they still live right beside that old house.

Female: **[03:08]** So you were able to find an awful lot a—about family history ...

Boy: Like, I—I ...

Female: ... by asking the good questions?

Boy: Yeah. I never really knew Tama. And now I just, it's a lot different. And it's—I feel like she's actually my great-grandmother. Because I never used to talk to her, but now I know her background. Like, yes, she was a real person and I didn't know her so, now I know her. And I did have to think about her timeline.

[03:32] So she—I think she's, like, 84 now, and I had to think of all the historical facts. That's what I based my presentation on. And I did it on the separation of Canada. I did it when Adolf Hitler was caught and killed. I did it on, on the 9/11. I did it on historical facts, so that I could get an understanding of how she felt about those. And it was just—it's, it's getting—that helped me get an understanding of what kind of person she is and how she felt about things that happened around the world.

[04:03] If it's not something you're interested in, it's not something you're going to stick with the rest of your life. So if it's not, if it's something that you know is challenging for you to learn and you just can't get—you just can't get to understand it, maybe there's something wrong. And that's what I really liked about independent inquiry, because you're learning at your own pace. You're learning about something that you wanted to learn. So you had your own drive and motivation to learn that, so you could get better information. So you had fun learning it, not just something that teacher's curriculum was telling you to learn.

[END OF RECORDING – length, 04:44]