Oklahoma Social Studies Summer Academy and Professional Development
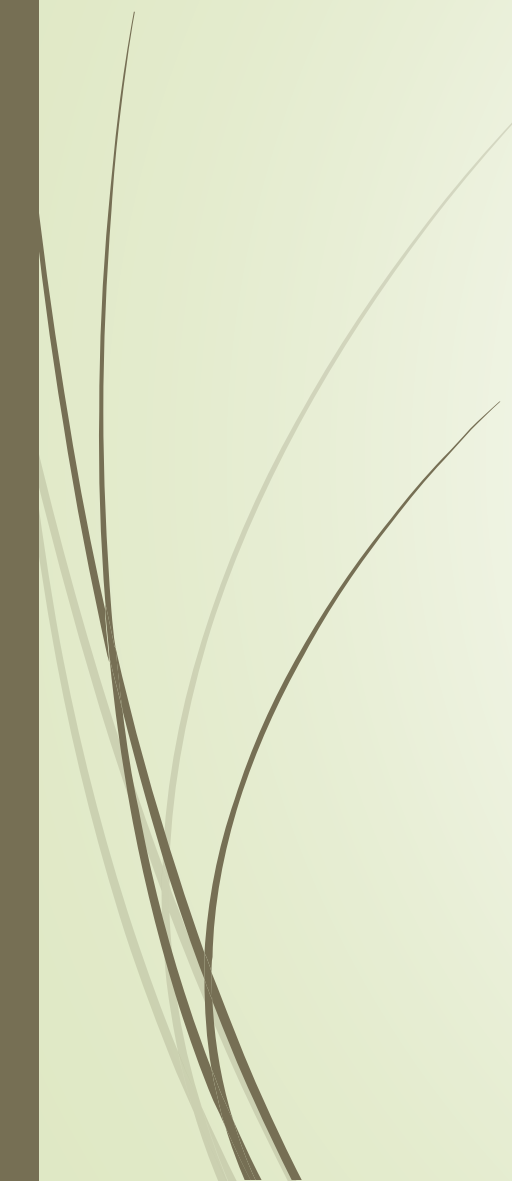
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# Our agenda

➧ Welcome and Introductions

➧ MORNING #1
  ➧ An introduction to inquiry and the Inquiry Design Model

➧ AFTERNOON #1
  ➧ Framing and Filling an inquiry

➧ MORNING #2
  ➧ Finishing an inquiry and sharing our efforts

➧ AFTERNOON #2
  ➧ Alternative IDM formats and building an inquiry curriculum

Why inquiry?

"We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

Jerome Bruner—*The Process of Education*
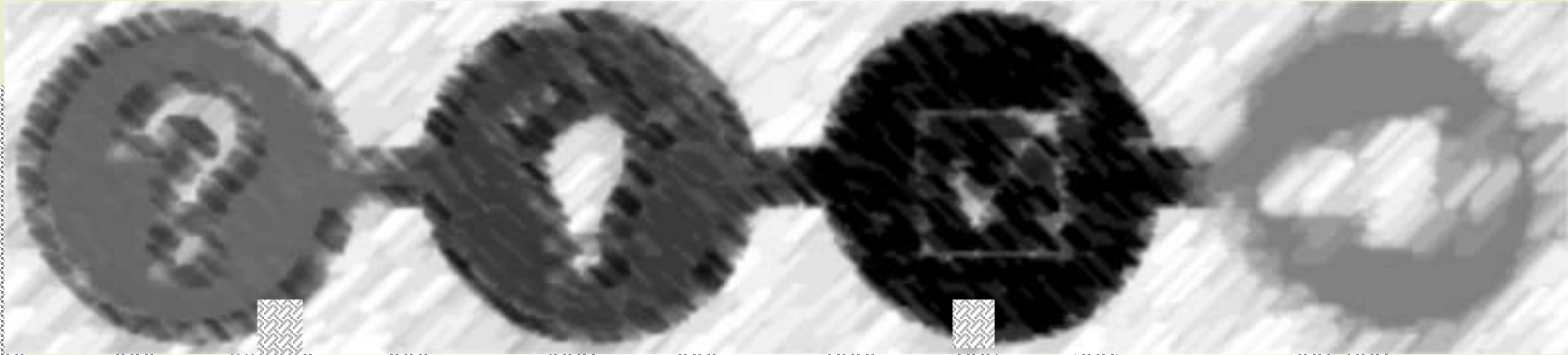
inquiry

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS

Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

The C3 Inquiry Arc

Inquiry Arc

- **Dimension 1**: Developing Questions and Planning Inquiries

- **Dimension 2**: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)

- **Dimension 3**: Evaluating Sources and Using Evidence

- **Dimension 4**: Communicating Conclusions and Taking Informed Action

The NY Toolkit Project

Part I:
Conceptual Foundations of the
Inquiry Design Model (IDM)

1. Inquiry begins with a question.
2. Inquiry topics and outcomes are grounded in the New York State Social Studies Framework.
3. Disciplinary knowledge and skills are integrated within an investigation.
4. Students are active learners within an inquiry.
5. The purpose of assessment is for learning.
6. Disciplinary sources are the building blocks of inquiry.
7. Students need opportunities to practice engaged citizenship.
8. Social studies shares in the responsibility for literacy.
9. Inquiries are not all inclusive.
10. Inquiries are best mediated by skilled teachers.

Part II:
Grade-Level
Inquiries

84 Inquiries (14 Annotated)
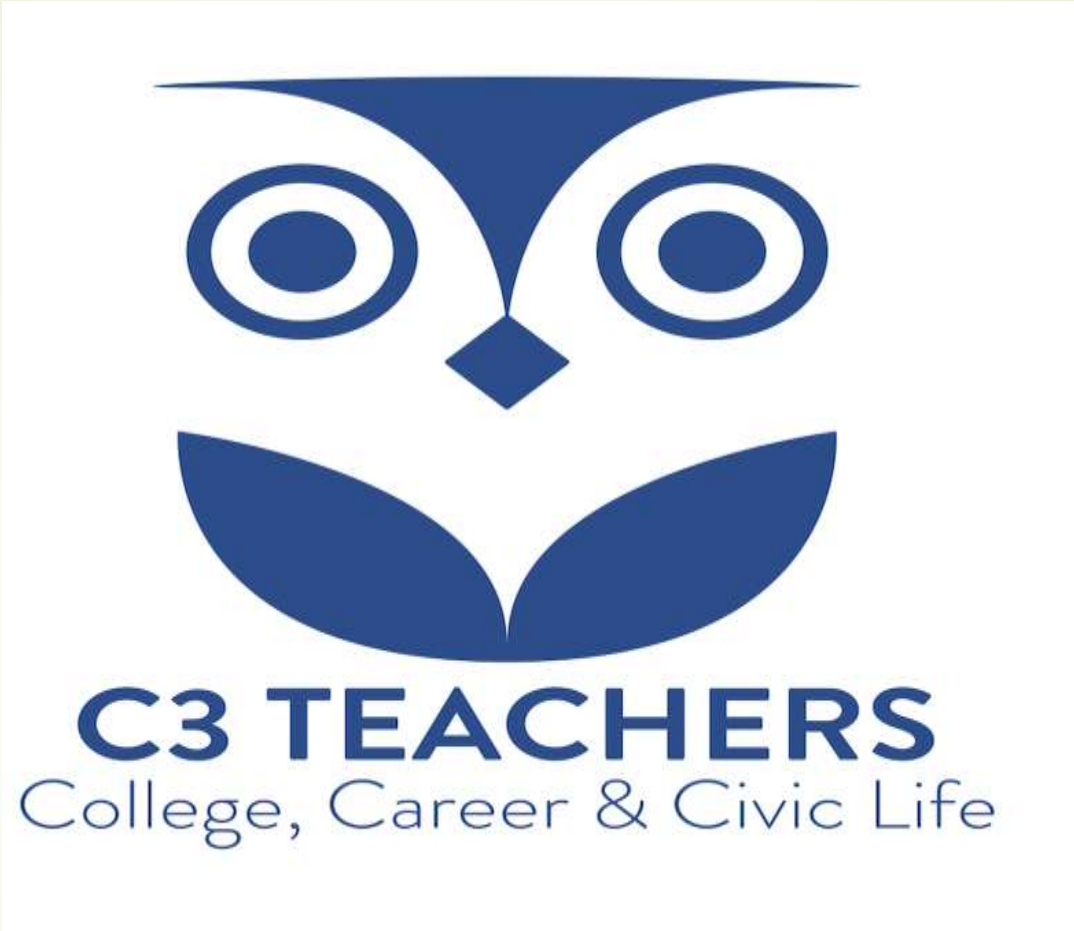
IDM Inquiry Templates

Description of the IDM Blueprint

Part III:
Professional Learning Resources

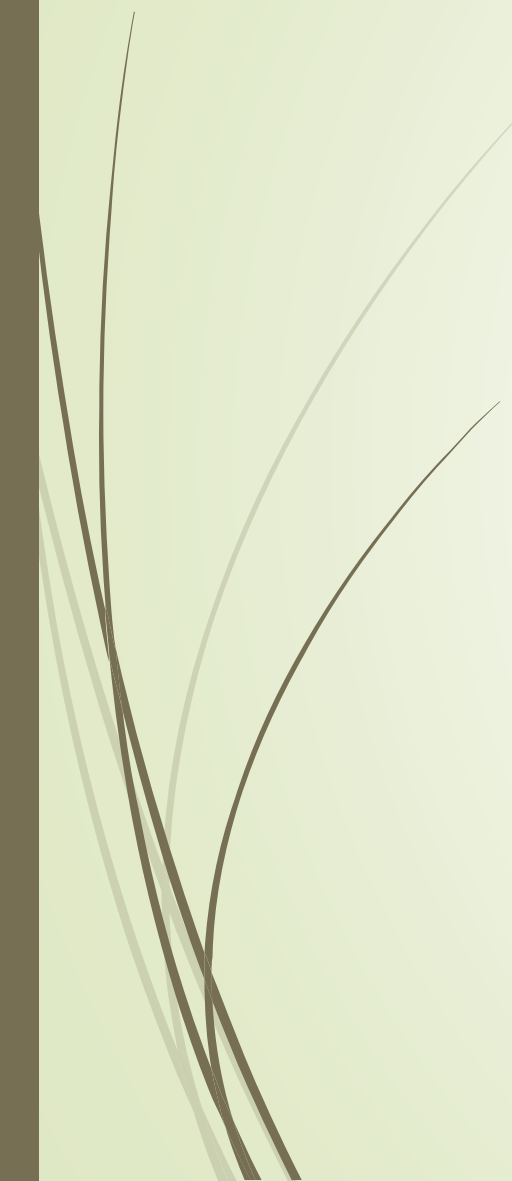IDM PowerPoint Presentations

IDM Workshop Handouts

IDM in Practice: Video Vignettes

idm INQUIRY DESIGN MODEL

To access the full range of inquiries, go to: c3teachers.org

The soul of an inquiry

- Questions
- Tasks
- Sources

Component I
Questions

Component II
Tasks

Component III
Sources

INQUIRY DESIGN MODEL

The IDM Blueprint

Grade ___ Inquiry			
Compelling Question			
New York State Social Studies Framework Key Idea{s} & Practices			
Staging the Compelling Question			
Supporting Question 1		**Supporting Question 2**	**Supporting Question 3**
Formative Performance Task		**Formative Performance Task**	**Formative Performance Task**
Featured Sources		**Featured Sources**	**Featured Sources**
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.	
	Extension		
Taking Informed Action	Understand: Assess: Act:		

7th Grade *Uncle Tom's Cabin* Inquiry

Can Words Lead to War?

New York State Social Studies Framework Key Ideas & Practices	7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. ☑ Gathering, Using, and Interpreting Evidence ☑ Chronological Reasoning and Causation ☑ Comparison and Contextualization
Staging the Question	Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in *Uncle Tom's Cabin*?	What led Harriet Beecher Stowe to write *Uncle Tom's Cabin*?	How did people in the North and South react to *Uncle Tom's Cabin*?	How did *Uncle Tom's Cabin* affect abolitionism?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
Summarize the plot of *Uncle Tom's Cabin* and identify main ideas and supporting details from Stowe's description of slavery in the book.	Identify four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	Compare and contrast the viewpoints expressed in newspapers from the North and the South using a T-chart and make a claim about the differences.	Participate in a structured discussion regarding the impact *Uncle Tom's Cabin* had on abolitionism.
Featured Source	**Featured Source**	**Featured Source**	**Featured Source**
Source A: Summary of *Uncle Tom's Cabin* **Source B:** Excerpts from *Uncle Tom's Cabin* **Source C:** Illustrations from *Uncle Tom's Cabin*	**Source A:** Harriet Beecher Stowe's concluding remarks to *Uncle Tom's Cabin*. **Source B:** Letter from Harriet Beecher Stowe to Lord Thomas Denman	**Source A:** Review of *Uncle Tom's Cabin* published in the *Boston Morning Post* **Source B:** Review of *Uncle Tom's Cabin* published in the *Southern Press Review*	**Source A:** Excerpt from Charles Sumner's Senate speech **Source B:** Article by John Ball Jr. published in *The Liberator* **Source C:** Sales of *Uncle Tom's Cabin*, 1851–1853

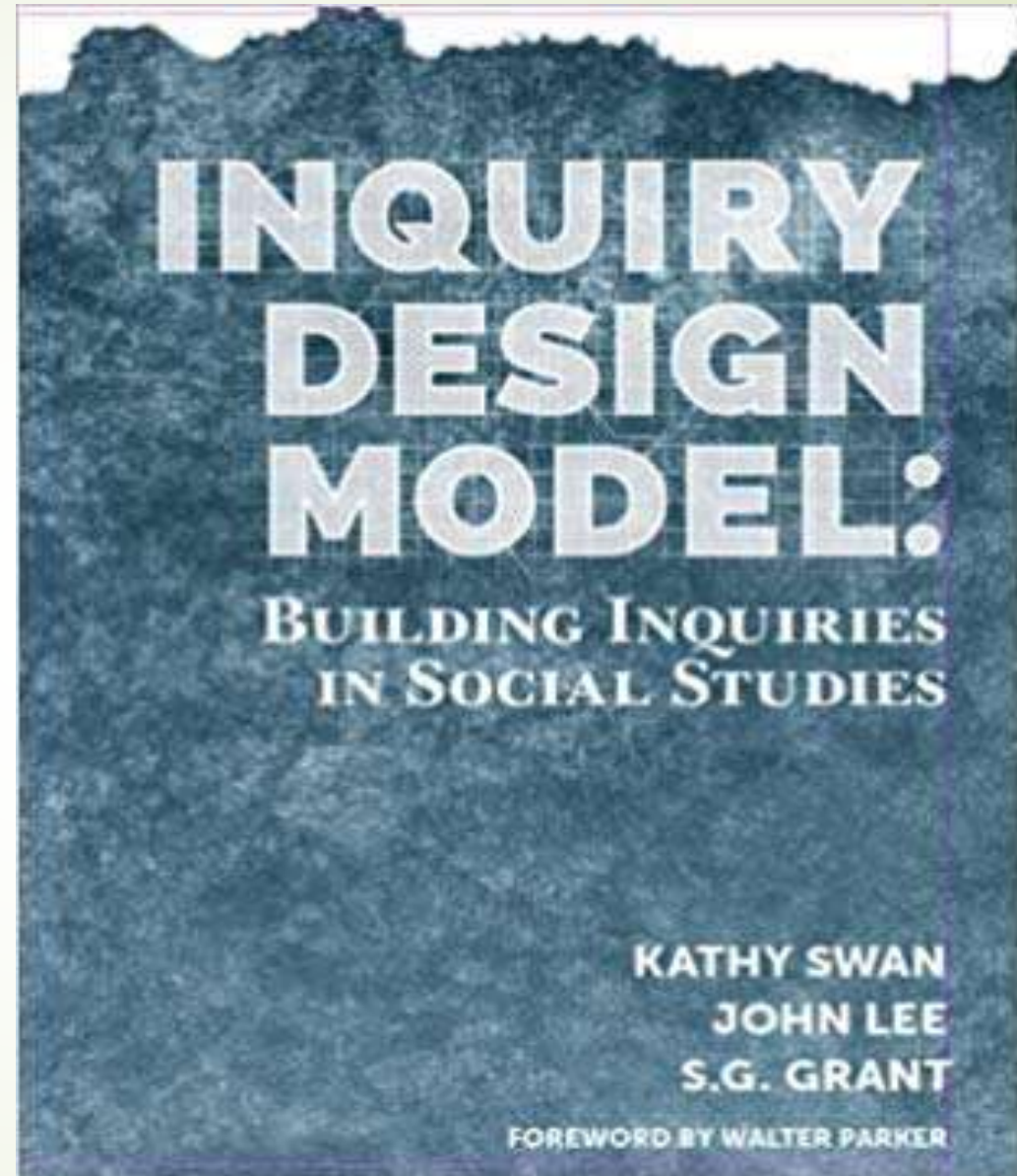| Summative Performance Task	ARGUMENT Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of *Uncle Tom's Cabin* using specific claims and relevant evidence from historical sources, while acknowledging competing views.
	EXTENSION Create an educational video of the argument that responds to the compelling question "Can words lead to war?"
Taking Informed Action	UNDERSTAND Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).
	ASSESS Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.
	ACT Choose one of the options and implement it as an individual, small group, or class project.

Questions

Tasks

Sources

The IDM Blueprint at-a-glance

Inquiry Design Model (IDM)—At a Glance			
Compelling Question	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students *and* the curriculum and content with which students might have little experience. ***Example:*** *Was the American Revolution revolutionary?*		
Key Ideas and Practices	The Key Idea and Practices provide the content and skills foundation for the inquiry. *Example: 7.3 Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution….Practices: Gathering, Using, and Interpreting Evidence*		
Staging the Question	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. *Example: Discuss the question of how much change must occur for something to be considered revolutionary.*		
Supporting Question 1	**Supporting Question 2**	**Supporting Question 3**	
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. ***Example:*** *What were the political changes that resulted from the American Revolution?*			
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. *Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.*			
Featured Sources	**Featured Sources**	**Featured Sources**	
Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. *Example: Abigail Adams letter to John Adams (1776).*			
Summative Performance Task	**Argument**	Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. *Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.*	
	Extension	An extension activity offers an optional task that might be used in place of the Summative Performance Task. *Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.*	
Taking Informed Action	The three activities described in this space represent a logic that asks students to a) *understand* the issues evident from the inquiry in a larger and/or current context, b) *assess* the relevance and impact of the issues, and c) *act* in ways that allow students to demonstrate agency in a real-world context. *Example: Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.*		

Making inquiry real…

The Design Path for IDM

Phase I: Framing the Inquiry

1 Finding the Right Content Angle

2 Crafting a Compelling Question That Is Actually *Compelling*

3 Stress Testing the Compelling Question through the Summative Argument Task

Phase II: Filling the Inquiry

4 Sequencing the Content through the Supporting Questions

5 Using Disciplinary Sources to Construct Arguments

6 Building Knowledge through the Formative Performance Tasks

Phase III: Finishing the Inquiry

7 Creating Curiosity by Staging the Compelling Question

8 Making Connections with Extension Tasks

9 Taking it to the Bridge with Informed Action

10 Finishing an Inquiry by Looking Vertically

Inquiry Design Model (IDM) Blueprint™

Compelling Question			
Standards and Practices			
Staging the Question			

Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources

Summative Performance Task	Argument	
	Extension	
Taking Informed Action		

1 — Finding the Right Content Angle

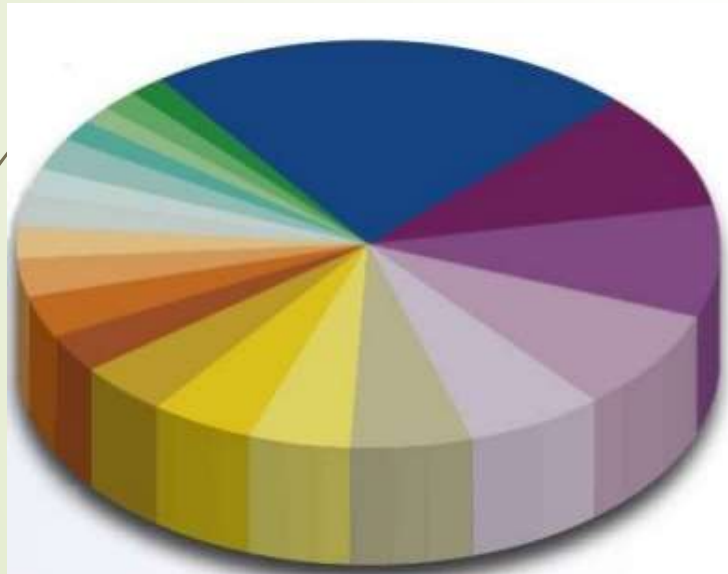**2** — Crafting a Compelling Question That Is Actually *Compelling*

3 — Stress Testing the Compelling Question through the Summative Argument Task

Framing the IDM Inquiry

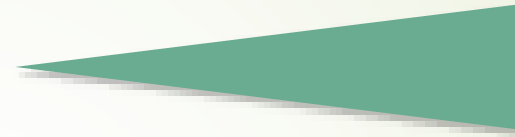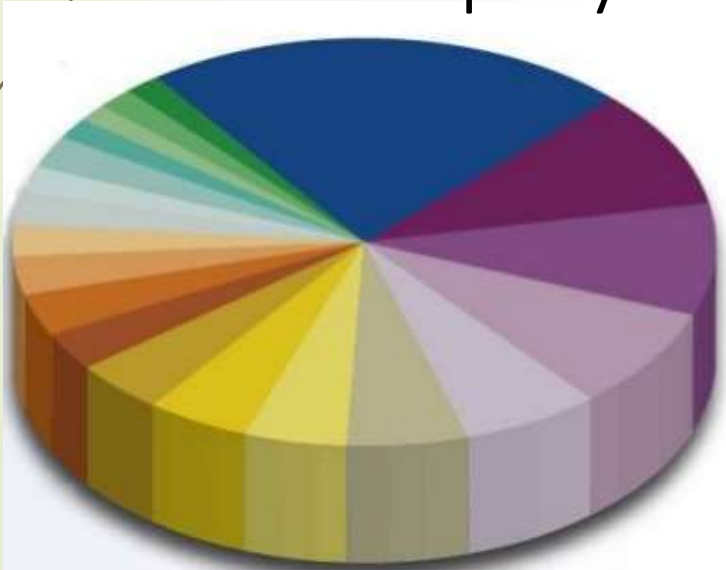**1** Finding the right content angle for an inquiry

Designing Units

Civil War inquiry?

slavery

States' rights

sectionalism

balance of power in the Senate

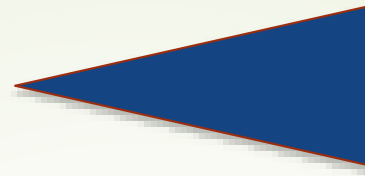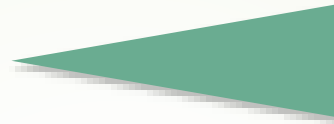Abolition Movement

Nat Turner's Rebellion

Uncle Tom's Cabin

Designing Inquiry

Goldilocks Process

TOO BROAD   **TOO NARROW**   **JUST RIGHT**

The Civil War
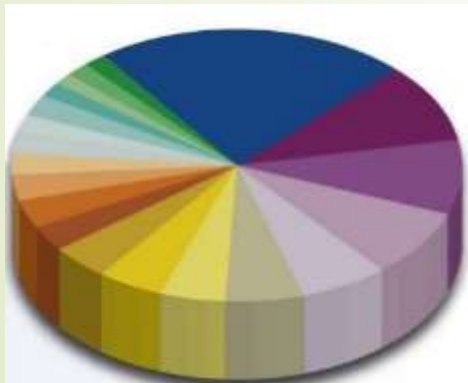
Gettysburg

Slavery and UTC
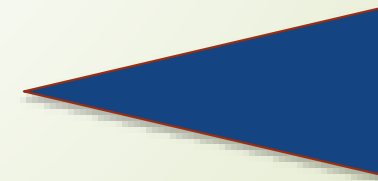
Where is the tension?

- Find a place where there is **tension** in the content—an issue or idea that students could argue about or interpret differently;

- Make sure the topic and the **content angle** are worth spending time on.

- The story of Uncle Tom's Cabin as an abolitionist tract has great inquiry potential.

90°

Slavery

Uncle Tom's Cabin
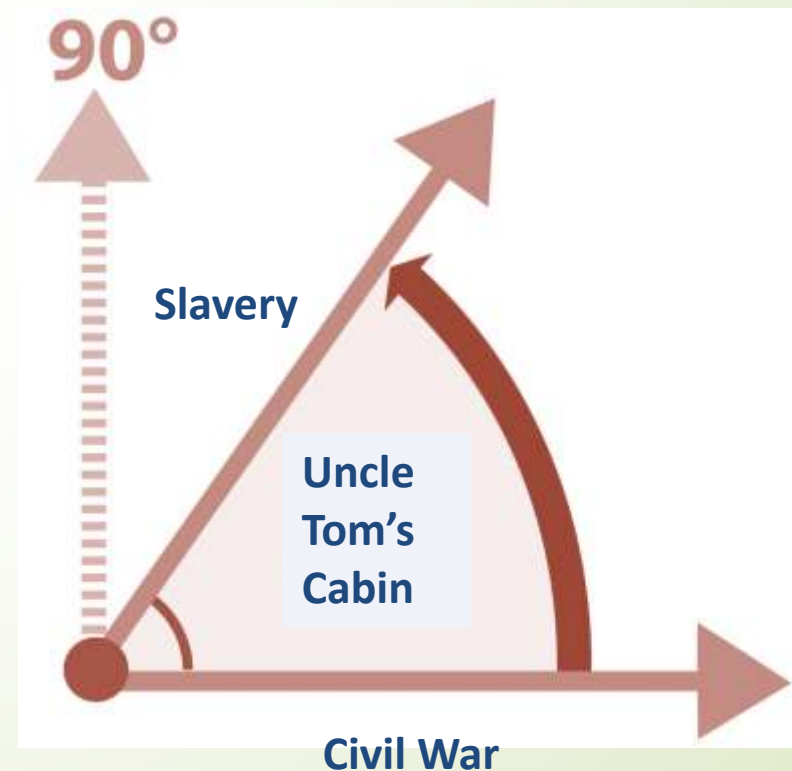
Civil War

How to make connections to other topics…

The Civil War

Southern secession

Presidential Election of 1860

Lincoln-Douglas Debates

Underground Railroad

Raid on Harper's Ferry

Uncle Tom's Cabin

Dred Scott v. Sandford

Kansas-Nebraska Act

Abolition Movement

Black Codes

Compromise of 1850
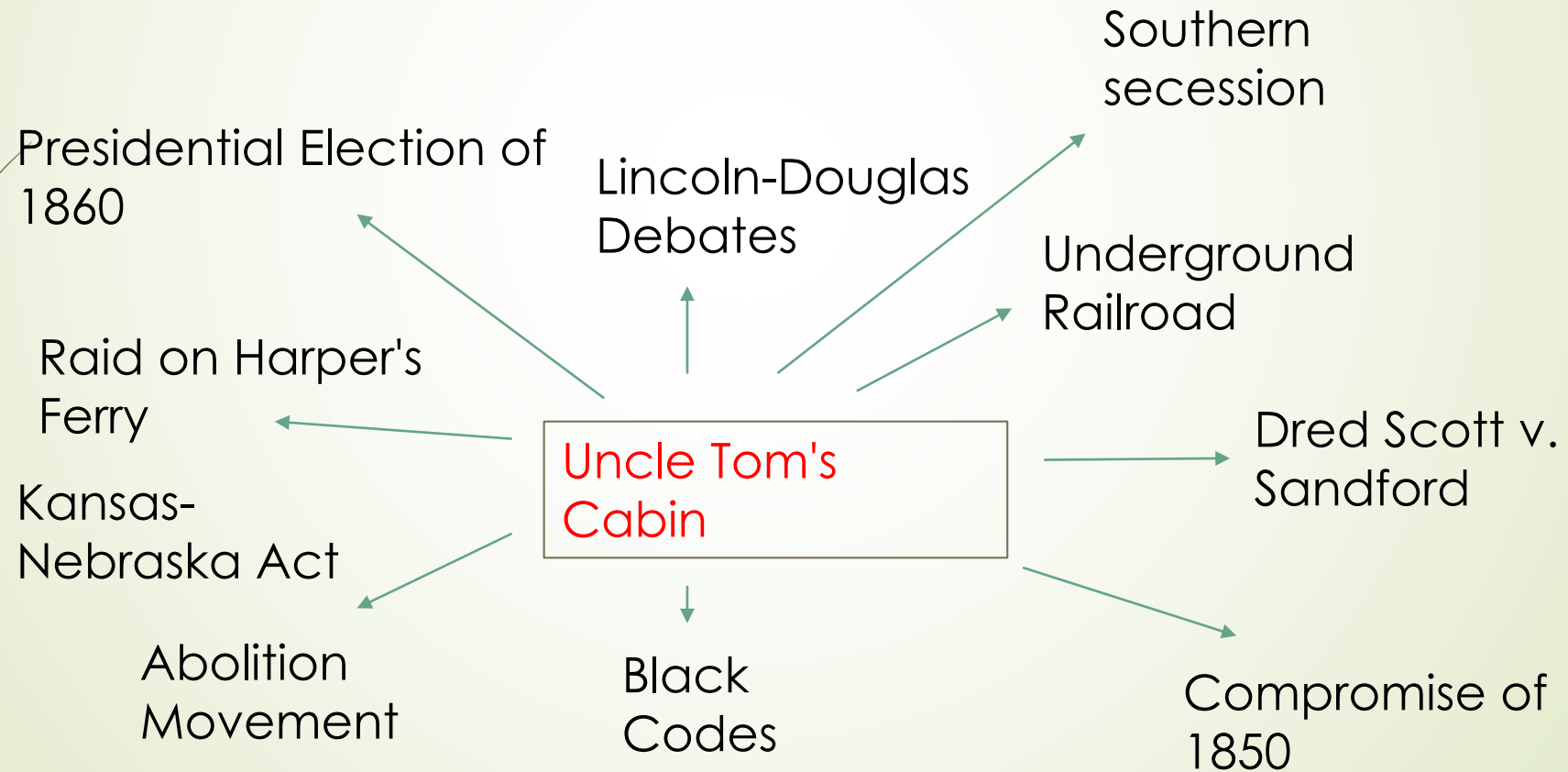
1. Find the right content angle for your inquiry

Template online at c3teachers.org

IDM™ Follows C3 Inquiry Arc
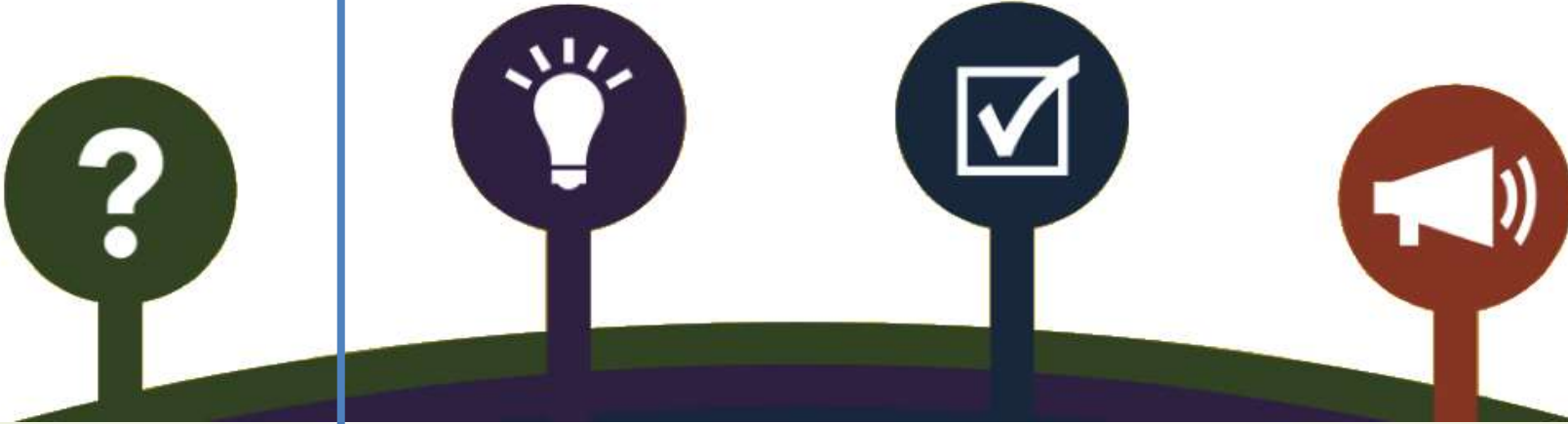
If students are asked a **COMPELLING QUESTION ...**

Compelling Questions

Characteristics of compelling questions:

➡ Set the opening frame for an inquiry

➡ Express the intellectual rigor and student relevance of an inquiry

➡ Set up the summative argument

Rigorous Questions

- Reflect an enduring issue, concern, or debate in the field

- Often demands the use of multiple disciplinary lenses (historical, geographic, economic, political)

Relevant Questions

- Reflects a quality or condition that we know children care about
- Honors and respects children's intellectual efforts

What do kids care about?

Questions Matter

Did Abraham Lincoln really want to free the slaves?

Did the Constitution establish a just government?

Am I going to vote?

Does it matter what I want to be when I grow up?

Are students protected by the First Amendment?

Can words lead to war?

Do people around the world care about children's rights?

Do we *have* to have rules?

Examples of "Essential Questions"

Civics/Government

- How are governments created, structured, maintained, and changed?
- What are the roles and responsibilities of government?
- How do the structures and functions of government interrelate?
- What would happen if we had no government?
- What are the roles and responsibilities of citizen's in a democracy?
- What kinds of things to "good" citizens do?
- How do personal and civic responsibilities differ?
- Can an individual make a difference?
- How do citizens (both individually and collectively) influence government policy?
- What is power?

Which ones are compelling? Which ones aren't?

Types of Compelling Questions I

- **Broad-brush questions:** Is everyone unique? Is freedom absolute?

- **Case Study Questions**: Did the printing press preserve the past or invent the future?

- **Personalized**: Am I going to vote?

- **Problem based questions**: What should be done about the gender wage gap?

- **Comparative**: How could Americans be happier?

Types of Compelling Questions II

- **Evaluative:** What symbol best represents the United States?

- **Word Play questions**: Was New Deal a good deal?

- **Ironic**: Is greed good?

- **Mystery**: What do the buried secrets of Tenochtitlan tell us about the Aztecs?

- **Yes/No**: Are all rules good rules?

1st Amendment

Word play: Should the 1st Amendment be first?

Evaluative/Personalized: Are students protected by the 1st Amendment?

Problem-based: Should you be able to burn a flag?

Broad brush:
Is freedom absolute?

Ironic:
Is your speech free?
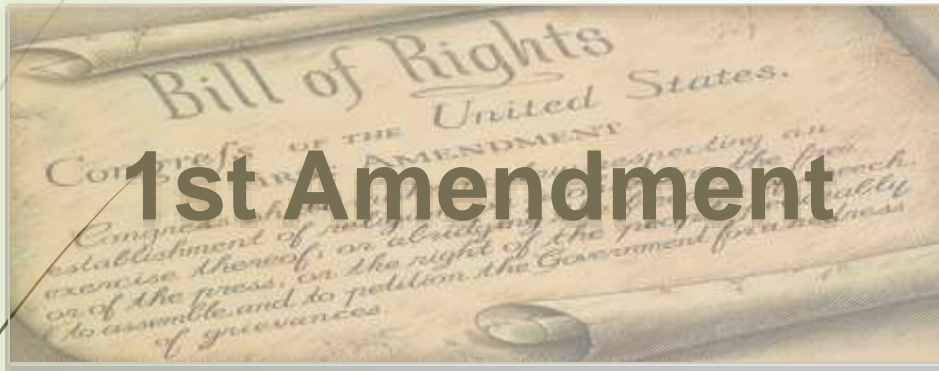
Yes/No: Is the suppression of the 1st Amendment during times of crisis ever justified?

Developing a Compelling Question

➢ How did the Enlightenment impact the American Revolution and the French Revolution?

➢ How did the Enlightenment shed light on the human condition?

➢ How did reason lead to revolution?

1. Find the right **content angle** for your inquiry

2. Craft a **compelling question** to frame your inquiry content

3 Stress Testing the Compelling Question through the Summative Argument Task

IDM Follows C3 Inquiry Arc
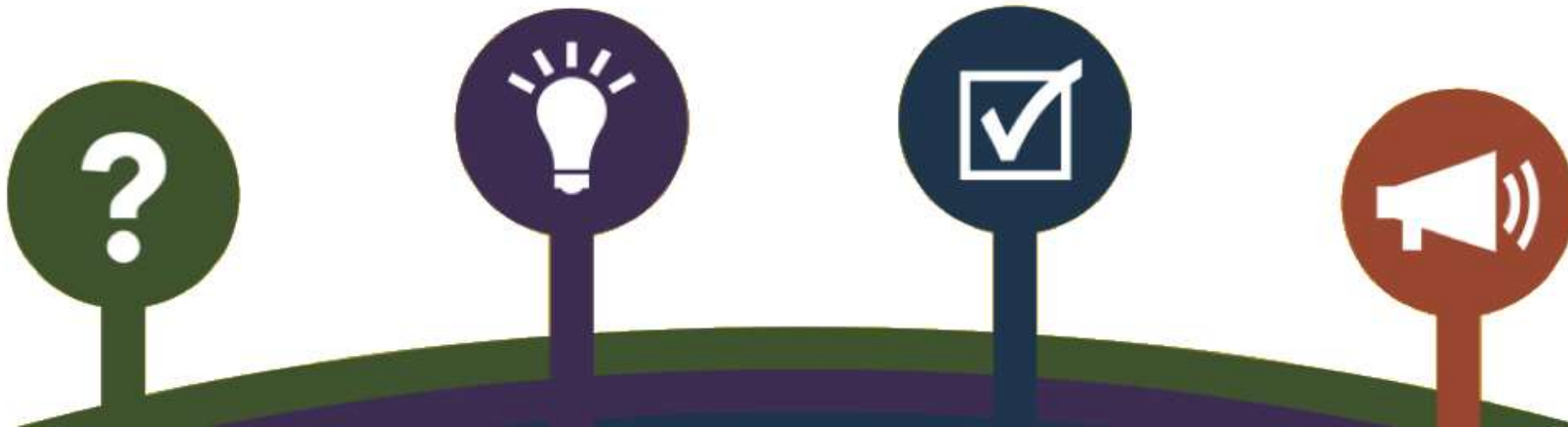
If students are asked a **COMPELLING QUESTION**…

Students answer in the form of a **SUMMATIVE ARGUMENT**

What is an argument?

An argument is a collection of claims supported by relevant evidence, which can be considered an answer to the compelling question.

As arguments become more sophisticated, students might include counterclaims.

An ARGUMENT can be made up of a single claim

Evidence   Evidence   Evidence

GDP tells an oversimplified story of a country's economic growth and stability because it does not account for a country's social health.

Evidence   Evidence   Evidence

GDP tells an oversimplified story of a country's economic growth and stability because:

GDP does not account for social health

Evidence

Evidence

GDP does not account for income distribution

Evidence

Evidence

GDP tells an oversimplified story of a country's economic growth and stability because:

GDP does not account for social health

Evidence Evidence Evidence

GDP does not account for negative externalities

Evidence Evidence Evidence

GDP does not account for income distribution

Evidence Evidence Evidence

But, GDP does allow you to compare

Evidence

Claim #1:
GDP does not account for social health.

Claim in Outline form

Evidence 1: RFK stated that while our GDP is growing, it "does not allow for the health of our children, the quality of their education, or the joy of their play" and measures everything "except that which makes life worthwhile."

Evidence 2: Since 1970, Index of Social Health: Decreased from 64.0 in 1970 to 50.2 in 2011.

Claim in Paragraph Form

GDP says nothing about the social needs of a country. In 1968, Robert F. Kennedy gave a speech at the University of Kansas, where he summarized the shortcomings of GDP. Kennedy stated that while our GDP is growing, it "does not allow for the health of our children, the quality of their education, or the joy of their play" (Doc E). His words are still true today. For example, since 1970, the Index of Social Health has steadily decreased from 64.0 in 1970 to 50.2 in 2011 (Doc F). In particular, nine of the sixteen performance indicators that make up the Index, such as child poverty, child abuse, and health insurance coverage, have shown a lack of progress over the past forty years (Doc F). These numbers stand in stark contrast to steep rise of GDP (Doc B) over the same time period. As Kennedy so eloquently stated, GDP can "measure everything, in short except that which makes life worthwhile" (Doc E).

Why Do I Have To Be Responsible?

I have to be responsible because

Reason 1:

If i dont clean up somebody will have to

Evidence:
when i dont clean up my lunch spot my teacher has to. thats not fair

Reason 2:

Some priveleges will be taken away

Evidence: when I play video games and IM not suppose to my Dad takes away my Ps4.

ARGUMENT STEMS allow us to pressure test the compelling question to see if it will work as a frame to the argument.

*In other words, you can have a really pretty question, but if it doesn't function…..then try again.

Argument stems are **different** ways to answer the compelling question.

Argument Stem = Argumentative Stance + Claim

How can the US reduce income inequality?

The US can reduce income inequality **[Argumentative Stance]** by increasing the minimum wage **[Claim]**.

The US will *not* reduce economic inequality **[Argumentative Stance]** by increasing the minimum wage **[Claim]**.

Argument Stem = Argumentative Stance + Claim

Do the people around the world care about children's rights?

- People around the world **do not care enough** about children's rights **[Argumentative stance]** because millions of children do not attend school and many are forced to work **[Claim]**.
- People around the world **do not care enough** about children's rights **[Argumentative stance]** because they buy products from countries that use children as farm workers and even slaves **[Claim]**.
- People around the world **do care** about children's rights **[Argumentative stance]** because they work together in organizations like UNICEF to help build schools and give school supplies to children who need them **[Claim]**.
- People around the world **do care** about children's rights **[Argumentative stance]** because they raise money and donate it to charities that provide food and medicine for kids **[Claim]**.

Why do we do argument stems?

IDM™ Follows C3 Inquiry Arc

If students are asked a **COMPELLING QUESTION ...**

In the middle are the **SUPPORTING QUESTIONS** & **FORMATIVE TASKS & SOURCES**

Students answer in the form of a **SUMMATIVE ARGUMENT**

➤ For the design process.
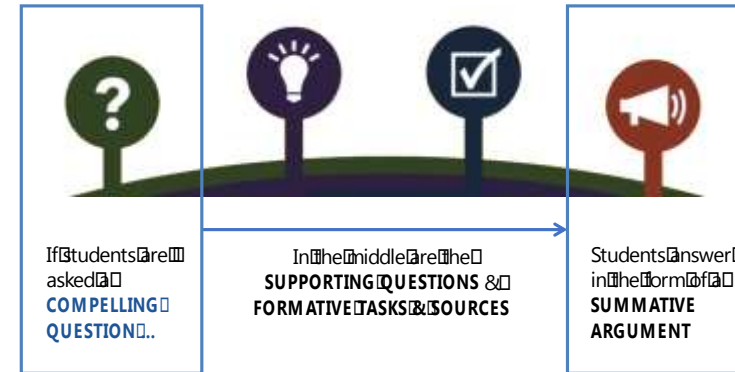
➤ To avoid problematic questions.

⚠ DANGER
High pressure testing in progress

- Is slavery justifiable?
- Were the <u>Aztecs</u> (or other group) civilized?
- Was Hitler a good leader?

DESIGN CHALLENGE

3a. Construct your summative argument task.

3b. Stress test your compelling question with argument stems.

- We publish argument stems. For now, put them on bottom of the blueprint.

Inquiry Design Model (IDM) Blueprint™

Compelling Question	
Standards and Practices	
Staging the Question	

Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources		

Summative Performance Task	Argument	
	Extension	
Taking Informed Action		

4 — Sequencing the Content through Supporting Questions

5 — Using Disciplinary Sources to Construct Arguments

6

Building Knowledge through the Formative Performance Tasks

Filling the IDM Inquiry

IDM™ Follows C3 Inquiry Arc

If students are asked a **COMPELLING QUESTION** …

In the middle are the **SUPPORTING QUESTIONS** & **FORMATIVE TASKS & SOURCES**

Students answer in the form of a **SUMMATIVE ARGUMENT**

Guts of the Inquiry: Formative Work

- In order to make a coherent and evidenced-based argument…
  – students need a strong content/conceptual foundation
  – students need practice with argumentation skills.
- This is where we get into formative work—so that there is no "gotcha" summative assessment.
- Designing formative work requires *logic*: question logic, source logic, task logic.

Inquiry Design Model (IDM) Blueprint™

Compelling Question	
Standards and Practices	
Staging the Question	

| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |

Question Logic

| Formative Performance Task | Formative Performance Task | Formative Performance Task |

Task Logic

| Featured Sources | Featured Sources | Featured Sources |

Source Logic

| Summative Performance Task | Argument | |
| | Extension | |

| Taking Informed Action | |

Logic = Coherence

Formative work should sequence *logically or coherently* across the blueprint.

4

Sequencing the Content through Supporting Questions

IDM Formative Work

Supporting Questions

- Contribute to understanding of compelling question
- Focus on descriptions, definitions, and processes.

Pick your metaphor

The relationship between Compelling and Supporting Questions is like…

- Roof (CQ)…Walls (SQ)
- Stool (CQ)…Legs (SQ)
- Tree (CQ)…Roots (SQ)

…you get the picture….

Question Examples

- **Compelling Question**:
  - What path should the transcontinental pipeline take?

- **Supporting Question**:
  - What are the five largest sources of oil for U.S. markets?

Question Examples

- **Compelling Question**:
  - Do people around the world care about children's rights?
- Supporting Question**:**
  - How do people work to protect children's rights?

Question Logic

▶ Supporting Questions have to be coherent with the compelling question; they also have to be coherent with the arguments students craft.

▶ Supporting Questions have to build in academic content as students move from the first supporting question to the last.

| Compelling Question | Supporting Question | Supporting Question | Supporting Question | Argument Task |

Example of **Multidisciplinary Sequence**:
What should be done about the gender wage gap?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are the challenges in accurately calculating the gender wage gap?	Why has the gender wage gap changed over time?	Where is the gender wage gap the most pronounced? ?	Is there a political solution to the gender wage gap?

Economics   **History**   **Geography**   **Civic/Political**
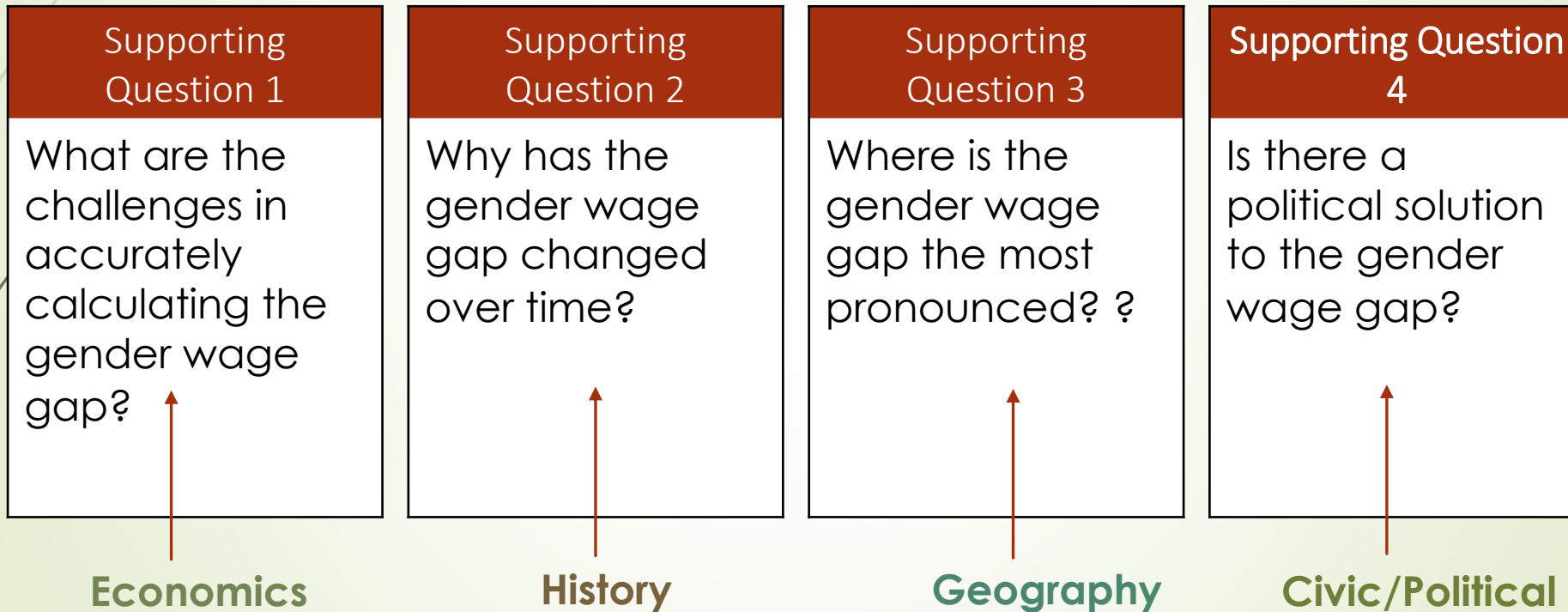
Organized by Discipline

Example of **Example-Driven Sequence**:
Does development mean progress?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are the impacts of development in **Kenya**?	What are the impacts of development in **Botswana**?	What are the impacts of development in **Algeria**?	Does development impact different African countries in different ways?
Example 1	Example 2	Example 3	Comparison

Organized by **Example/Case Study of Phenomenon**

Example of Concept to Analysis:
Do people around the world care about children's rights?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are children's rights?	Why are children's rights violated in some places?	How do people work to protect children's rights?

Concept 1	Associated Concept 2	Analysis

Organized by Example/Case Study of Phenomenon

Summary of Question Logics*

Type of Question Logic	Definition
Chronological	SQs are sequenced across time
Event Driven	SQ are sequenced by events
Multidisciplinary	SQs are sequenced across subject matter disciplines
Disciplinary	SQs are sequenced within a single subject matter discipline
Example-driven	SQs are sequenced to illustrate cases of a phenomenon
Concept to analysis	SQs are sequenced from an initial concept, to an associated concept, and then to analysis.
Contrasting perspectives	SQs are sequenced to illuminate differing points of view on an issue

*We are sure there are more out there....but this list gets us started!

5

Using Disciplinary Sources to Construct Arguments

IDM Formative Work

Featured Sources

1) Spark curiosity
2) Build background knowledge
3) Construct arguments

Sparking Curiosity

- Using sources for the purpose of inspiring curiosity & engagement.
- Focusing on relevance and what we know students care about.

Sources Spark Curiosity

Do people around the world care about children's rights?
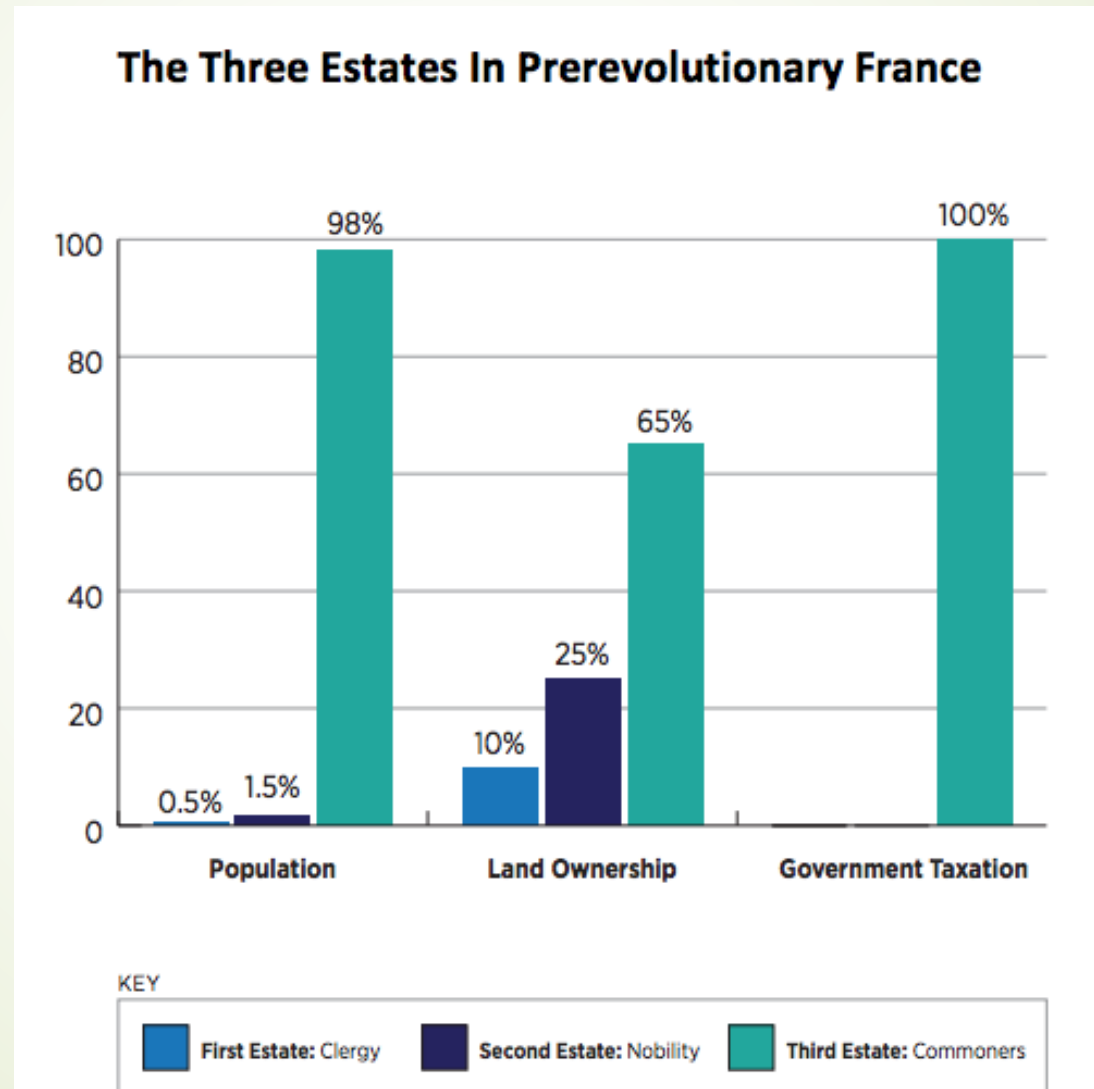
Building Background Knowledge

Sources in an inquiry contain the disciplinary knowledge (content and concepts) students need to complete tasks.

Example of data source:
Was the French Revolution successful?

The Three Estates In Prerevolutionary France

KEY
First Estate: Clergy   Second Estate: Nobility   Third Estate: Commoners

Example of a text source:
Can words lead to war?

Harriet Beecher Stowe, letter to Lord Thomas Denman, January 20, 1853

I can only see that when a higher Being has purposes to be accomplished he can make even "a grain of mustard seed" the means. I wrote what I did because as a woman, as a mother, I was oppressed & heartbroken with sorrows & injustice I saw—because, as a Christian I felt the dishonor to Christianity, because as a lover of my country I trembled at the coming day of wrath. It is no merit in the sorrowful that they weep, or to the oppressed & smothering that they gasp & struggle nor to me that I must speak for the oppressed who cannot speak for themselves. My Lord, such men as your Lordship have great power. You can do much. The expression of your opinion is of great weight. So does this horrible evil paralyse public sentiment here that we who stand for liberty, must look for aid from the public sentiment of nations & in producing that sentiment none are so powerful as the great minds of England. The hope therefore which I conceive from seeing.

Example of **elementary source:**
Are all rules good rules?
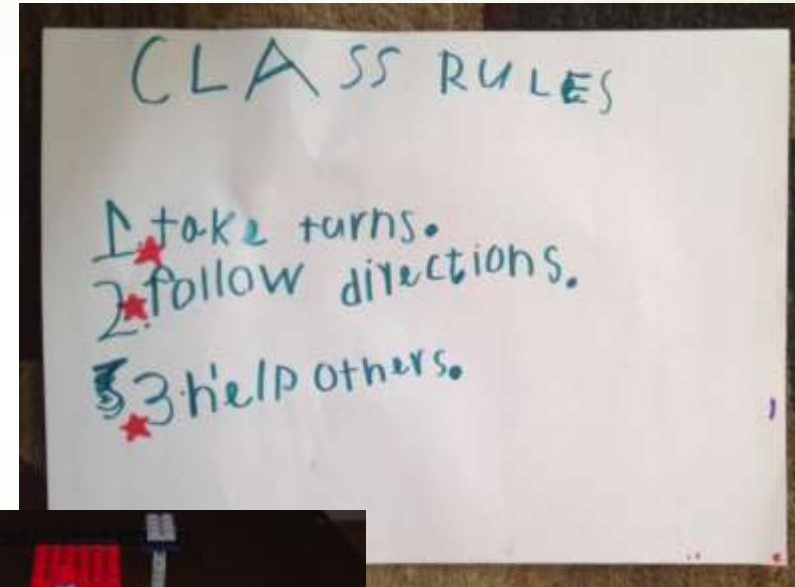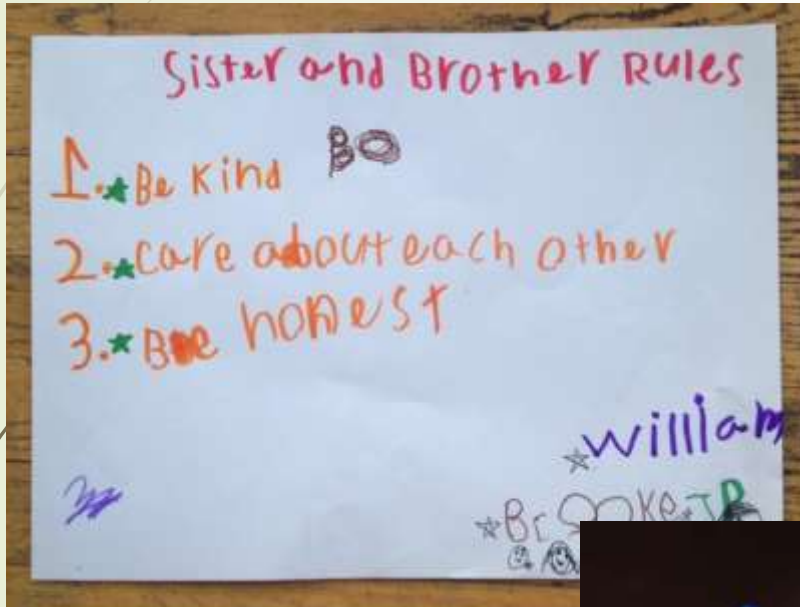
Constructing Arguments with Evidence

➡ Inquiries result in arguments.

➡ Sources contain information that can be used as evidence in an argument.

Can Words Lead to War?

New York State Social Studies Framework Key Ideas & Practices	**7.7 REFORM MOVEMENTS:** Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts. ✅ Gathering, Using, and Interpreting Evidence ✅ Chronological Reasoning and Causation ✅ Comparison and Contextualization
Staging the Question	Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in *Uncle Tom's Cabin*?	What led Harriet Beecher Stowe to write *Uncle Tom's Cabin*?	How did people in the North and South react to *Uncle Tom's Cabin*?	How did *Uncle Tom's Cabin* affect abolitionism?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
Write a summary of the plot of *Uncle Tom's Cabin* that includes main ideas and supporting details from Stowe's description of slavery in the book.	List four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	Make a T-chart comparing viewpoints expressed in newspaper reviews of *Uncle Tom's Cabin* and make a claim about the differences.	Participate in a structured discussion regarding the impact *Uncle Tom's Cabin* had on abolitionism.
Featured Source	**Featured Source**	**Featured Source**	**Featured Source**
Source A: Summary of *Uncle Tom's Cabin* **Source B:** Excerpts from *Uncle Tom's Cabin* **Source C:** Illustrations from *Uncle Tom's Cabin*	**Source A:** Harriet Beecher Stowe's concluding remarks to *Uncle Tom's Cabin*. **Source B:** Letter from Harriet Beecher Stowe to Lord Thomas Denman	**Source A:** Review of *Uncle Tom's Cabin* published in the *Boston Morning Post* **Source B:** Review of *Uncle Tom's Cabin* published in the *Southern Press Review*	**Source A:** Excerpt from Charles Sumner's Senate speech **Source B:** Article by John Ball Jr. published in *The Liberator* **Source C:** Sales of *Uncle Tom's Cabin*, 1851–1853

Summative Performance Task	**ARGUMENT** Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of *Uncle Tom's Cabin* using specific claims and relevant evidence from historical sources, while acknowledging competing views.
	EXTENSION Create an educational video of the argument that responds to the compelling question "Can words lead to war?"

Summative Performance Task

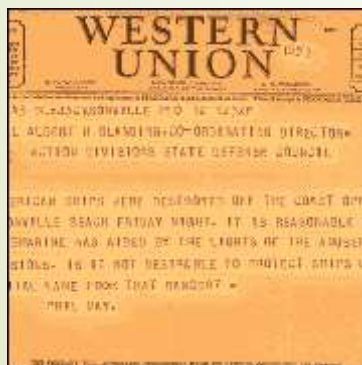|	
Compelling Question	**Can words lead to war?**
Summative Performance Task	Can words lead to war? Construct an argument (e.g., detailed outline, poster, or essay) that discusses the impact of *Uncle Tom's Cabin*, using specific claims and relevant evidence from historical sources, while acknowledging competing views.

Students' arguments are likely to vary but could include any of the following:

- Words can lead to war when words, such as the words in Uncle Tom's Cabin, help people to express their disagreements with others.
- The causes of the Civil War and most other wars are very complicated and cannot be boiled down to words in a book such as Uncle Tom's Cabin.
- It is difficult to determine the extent to which Uncle Tom's Cabin contributed to the Civil War, but the book did support abolitionism.

Source Logic:
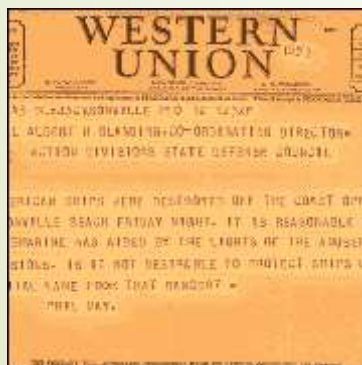Variety of source types, perspectives, and complexity

"Was it destiny to move west?"

Featured Sources

Source A: 1836 protest song

Source B: Image bank: 19th-entury population

Source C: Excerpts from "The Great Nation of Futurity"

Source D: Map of United States territorial acquisitions

Source E: Excerpts from James K. Polk's Fourth Annual Message

Source F: Image bank: The California gold rush

Source G: Excerpt from the Homestead Act of 1862

Featured Sources

Source A: Image bank: Maps of the Erie Canal routes

Source B: Chart comparing travel by dirt road and canal

Source C: Excerpts from *Digging Clinton's Ditch*

Source D: Image bank: Technologies of the mid-19th century

Source E: Maps showing changing rates of travel in the United States, 1800–1857

Featured Sources

Source A: Timeline of European and US conflicts with Native Americans

Source B: Map showing military engagements in the Mexican-American War

This inquiry includes 14 sources with different types of sources, different perspectives, and different levels of complexity.

Preparing Sources for Inquiry

Adapting Sources

- **Excerpting:** remove words
- **Modifying:** change words
- **Annotating:** add clarifying words

Excerpting: remove words

Modifying: change words

A True Relation [modified]
By Captain John Smith (1608)

Headnote: *Captain John Smith was an English soldier and explorer. In 1607, he traveled by ship to the Americas where he met Powhatan, chief of the Powhatan people, and Powhatan's daughter, Pocahontas. Below are John Smith's own words describing his first meeting with Powhatan, who he calls "emperor."*

Some of the language and phrasing in this document have been modified from the original.

Arriving at Werowocomoco, their **emperor** proudly lying upon a bedstead a foot high upon ten or twelve mats...with such **grave** and majestical **countenance**, as drove me into admiration...

He kindly welcomed me with good words and great platters of **sundry victuals**, assuring me his friendship, and my liberty within four days... He asked me the cause of our coming... demanded why we went further with our boat... He promised to give me what I wanted to feed us, hatchets and copper we should make him, and none should disturb us. This request I promised to perform. And thus having all the kindness he could **devise**, sought to content me, he sent me home.

Source: Excerpt from John Smith (1608). *A true relation of such occurrences and accidents of note as hath happened in Virginia since the first planting of that colony.*

Annotating: add clarifying words

Tzompantli (Skull Rack)

This image shows the remnants of a *tzompantli*, or skull rack, that was unearthed from the excavations of the Templo Mayor over the past 30 years. The skulls in the photograph are estimated to be around 500 years old. The skulls represent prisoners of war the Aztecs had captured in various battles as well as Aztecs that were sacrificed to appease their many gods. According to Spanish documents from the time of their arrival in Tenochtitlán after 1519, the complete *tzompantli* comprised 60,000 skulls and the complete structure was 60 meters long and 30 meters wide.

© Werner Forman/Universal Images Group.

Supporting Question 2

NOTE: Weilue, or the brief history of the Wei, was written by Yu Huan. Wei or Cao Wei was one of three states in that vied for power in the Three States Period of Chinese dynastic history (220-280 CE). In this passage Yu Huan draws on several sources to describe Romans.

Annotation

Excerpt

This country (the Roman Empire) has more than four hundred smaller cities and towns. It extends several thousand li in all directions. The king has his capital (that is, the city of Rome) close to the mouth of a river (the Tiber). The outer walls of the city are made of stone.

…The ruler of this country is not permanent. When disasters result from unusual phenomena, they unceremoniously replace him, installing a virtuous man as king, and release the old king, who does not dare show resentment.

The common people are tall and virtuous like the Chinese, but wear hu ('Western') clothes. They say they originally came from China, but left it.

Modification

They have always wanted to communicate with China but, Anxi (Parthia), jealous of their profits, would not allow them to pass (through to China).

From *China Meets the West: The "Peoples of the West" During the 3rd Century CE According to the Weilue* (forthcoming). © John Hill. 2015.

idm | DESIGN CHALLENGE

4. Create a **supporting question** sequence.

5. Find & adapt featured **disciplinary sources**.

*Remember to be logical!

6

Building Knowledge through the Formative Performance Tasks

IDM Formative Work

Formative
Performance
Tasks

1) Surface students' knowledge of the supporting question, and
2) Support students in constructing their arguments.

Types of
Formative Performance Tasks

- Define a term
- List/Rank problems, reasons, challenges, key features, etc.
- Annotate a source (map, timeline, photograph)
- Make a timeline
- Create a chart/graphic (T-Chart, Venn Diagram, Graph)

- Write a paragraph (or 1-2 sentences) with evidentiary support
- Participate in a debate, SAC, reader's theater
- Develop a claim with evidentiary support
- Make a counter claim with evidentiary support

Key Points about Formative Tasks

- Notice the verb
  - Performances (behavioral versus cognitive verbs)
  - What are the students *doing*?
- Tasks are not elaborate expressions
  - No digital documentaries, dioramas, presentations, etc.
  - Why? Grading and time
- Tasks build in complexity across the blueprint
  - Task logic
- Tasks wrap tightly around supporting question and sources

Did Emperor Shi Huangdi Improve China?

New York State Social Studies Framework Key Idea & Practices	**9.3 CLASSICAL CIVILIZATIONS—EXPANSION, ACHIEVEMENT, DECLINE**: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires. ⊙ **Gathering, Using, and Interpreting Evidence** ⊙ **Chronological Reasoning and Causation**
Staging the Question	Discuss what photographs of the Terra-cotta Army and the Great Wall of China communicate about the ruler responsible for them.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How did Shi Huangdi unify China politically?	How did Shi Huangdi's reforms standardize society?	To what extent did Shi Huangdi's treatment of opponents diminish his success?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
List the actions Shi Huangdi took to unite the former Warring States.	Write a summary of the laws and reforms passed by Shi Huangdi that unified China through standardization.	Develop a claim supported by evidence about the extent to which Shi Huangdi's harsh treatment of his opposition diminished his success.
Featured Sources	**Featured Sources**	**Featured Sources**
Source A: Map of the Warring States period in China **Source B:** Excerpt from "The Five Vermin" **Source C:** "Memorial on Annexation of Feudal States"	**Source A:** Image bank: Objects showing the accomplishments of Shi Huangdi	**Source A:** "Memorial of the Burning of the Books" **Source B:** Excerpt from *The Records of the Grand Historian* **Source C:** *Killing the Scholars and Burning the Books*

Summative Performance Task	**ARGUMENT** Did Emperor Shi Huangdi improve China? Construct an argument that addresses the compelling question using specific claims and historical evidence while acknowledging competing views.
	EXTENSION Have students create a Great Wall of China. Each student would complete a "brick" that represents different elements of this time period for China.
Taking Informed Action	**UNDERSTAND** Investigate how suppressing freedom of speech affects a society. **ASSESS** Research current policies of suppression of freedom of speech in China and individuals who are currently imprisoned for criticizing the Chinese government (e.g., Chinese poet and Nobel Peace Prize laureate Liu Xiaobo). **ACT** Write a letter to Cao Jianming (through the PEN American Center website) asking for Liu Xiaobo's release from prison or write a letter to the editor explaining a position on the freedom of speech using Liu Xiaobo or another person as an example. Either letter should discuss how limiting speech has affected Chinese expression.

List the actions Shi Huangdi took to unite the former Warring States.

- He conquered the states through warfare
- He made the feudal lords follow his laws
- He made the feudal lords subject to all of his commands
- He took their power before they could join forces and rise against him.
- He created uniform laws
- He did not have others form policies he made them all himself.

Write a summary of the laws and reforms passed by Shi Huangdi that unified China through standardization.

Shi Huangdi's reforms standardized society by making rules that applied to all members of China, which included the new areas he conquered. One thing he did was to make all of China use the same type of coins with standard weights, which would make it easier for different areas to buy things from each other and trade. He also made vehicles (carts) be the same width. This way they would know how wide to make all the roads. He also required that books use the same writing characters. This way the different parts of China could communicate with each other better. This would also make it easier for him to control how people communicate. By building the Great Wall of China, he could protect his territory, which makes him more powerful.

Develop a claim supported by evidence about the extent to which Shi Huangdi's harsh treatment of his opposition diminished his success.

Shi Huangdi's treatment of his opponents diminished his success at improving China because...
Claim

Trying to create unified thought meant executing scholars who disagreed with him
Reason 1

~Burning scholars image
-Li Si -460 scholars were executed, books burned
Evidence

Only knowledge and ideas that he liked were allowed
Reason 2

-Li Si - any criticism could mean death
-Li Si - Burning of books from the old way of thinking, no one was allowed to praise ideas from before China was unified
Evidence

Still successful because...
Counter-claim

The empire was in disorder from all the cultural differences, now it's "at peace"
Reason

-Li Si - empire in "disorder" before, feudal lords fighting for power
-factions arising
-Sima Qian - no disorder because all the laws come from the emperor
Evidence

Example of **Writing Task Logic**:
Was the French Revolution successful?

Formative Task I	Formative Task II	Formative Task III	Formative Task IV
List social, economic, and political problems in prerevolutionary France.	Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.	Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.	Develop a claim supported by evidence about whether Napoleon's rise to power represents a continuation of or an end to revolutionary ideals.

Example of **Disciplinary Task Logic**:
What ended Apartheid?

Formative Task I	Formative Task II	Formative Task III	Formative Task IV
<u>Create an illustrated timeline</u> of apartheid policies and write a definition for apartheid.	<u>Add Nelson Mandela's efforts to end apartheid to the illustrated timeline</u> and write a two-sentence, evidence-based summary of them.	<u>Add the efforts of others in South Africa to end apartheid to the illustrated timeline</u> and write a two-sentence summary using evidence.	<u>Add international bodies' efforts to end apartheid to the illustrated timeline</u> and write a two-sentence summary using evidence.

*Disciplinary task logic allows students to practice a skill used by a geographer, economist, historian, or political scientist. In this inquiry, students are practicing chronological thinking!

Example of **Multi-Modal Task Logic**:
Why do I have to be responsible?

Formative Task I	Formative Task II	Formative Task III
<u>Draw a picture</u> of themselves acting responsibly and describe the picture to a partner.	<u>Construct a class T-chart</u> showing home based and school-based responsibilities.	<u>Create a two-panel comic</u> describing what would happen in school or at home if we did not carry out our responsibilities.

Why Do I Have to Be Responsible?

New York State Social Studies Framework Key Idea & Practices	**K.4:** Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.
	✔ Gathering, Using, and Interpreting Evidence ✔ Comparison and Contextualization ✔ Civic Participation
Staging the Question	Watch a clip from the PBS Kids video *Responsibilities* and participate in a discussion unpacking the meaning of the word.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Understand	**Understand**	**Assess**
What does responsibility look like?	What are my responsibilities at home and at school?	What would happen if I weren't responsible?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Draw a picture of themselves acting responsibly and describe the picture to a partner.	Construct a class T-chart showing home based and school-based responsibilities.	Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.
Featured Sources	**Featured Sources**	**Featured Sources**
Source A: Image bank: Acting responsibly	**Source A:** Teacher-located books on responsibility	**Source A:** Image bank: Responsibility scenarios

Summative Performance Task	**ARGUMENT** Why do I have to be responsible? Construct an argument supported by evidence that addresses how you can be a better member of your family and class by being responsible.
Taking Informed Action	**ACT** Demonstrate responsibility by selecting a class community-service project to undertake.

<u>Construct a class T-chart</u> showing home based and school-based responsibilities.

Responsibilities

At Home

1. Clean up room
2. Set the table
3. Do my homework
4. Pet the dog
5. Be nice to my sister

At School

1. Listen to the teacher
2. Be nice to other children
3. Clean up after yourself
4. Try my hardest
5. Learn stuff

Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilit-ies.

What would happen if I was not responsible?

Summative Performance Task	**ARGUMENT** Why do I have to be responsible? Construct an argument supported by evidence that addresses how you can be a better member of your family and class by being responsible.

Why Do I Have To Be Responsible?

I have to be responsible because

Reason 1:

If i dont clean up somebody will have to

Evidence:
when i dont clean up my lunch spot my teacher has to. thats not fair

Reason 2:

Some priveleges will be taken away

Evidence: when I play video games and im not suppose to my Dad takes away my Ps4.

Inquiry Design Model (IDM) Blueprint™

Compelling Question	
Standards and Practices	
Staging the Question	

| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |

Question Logic

| Formative Performance Task | Formative Performance Task | Formative Performance Task |

Task Logic

| Featured Sources | Featured Sources | Featured Sources |

Source Logic

Summative Performance Task	Argument	
	Extension	
Taking Informed Action		
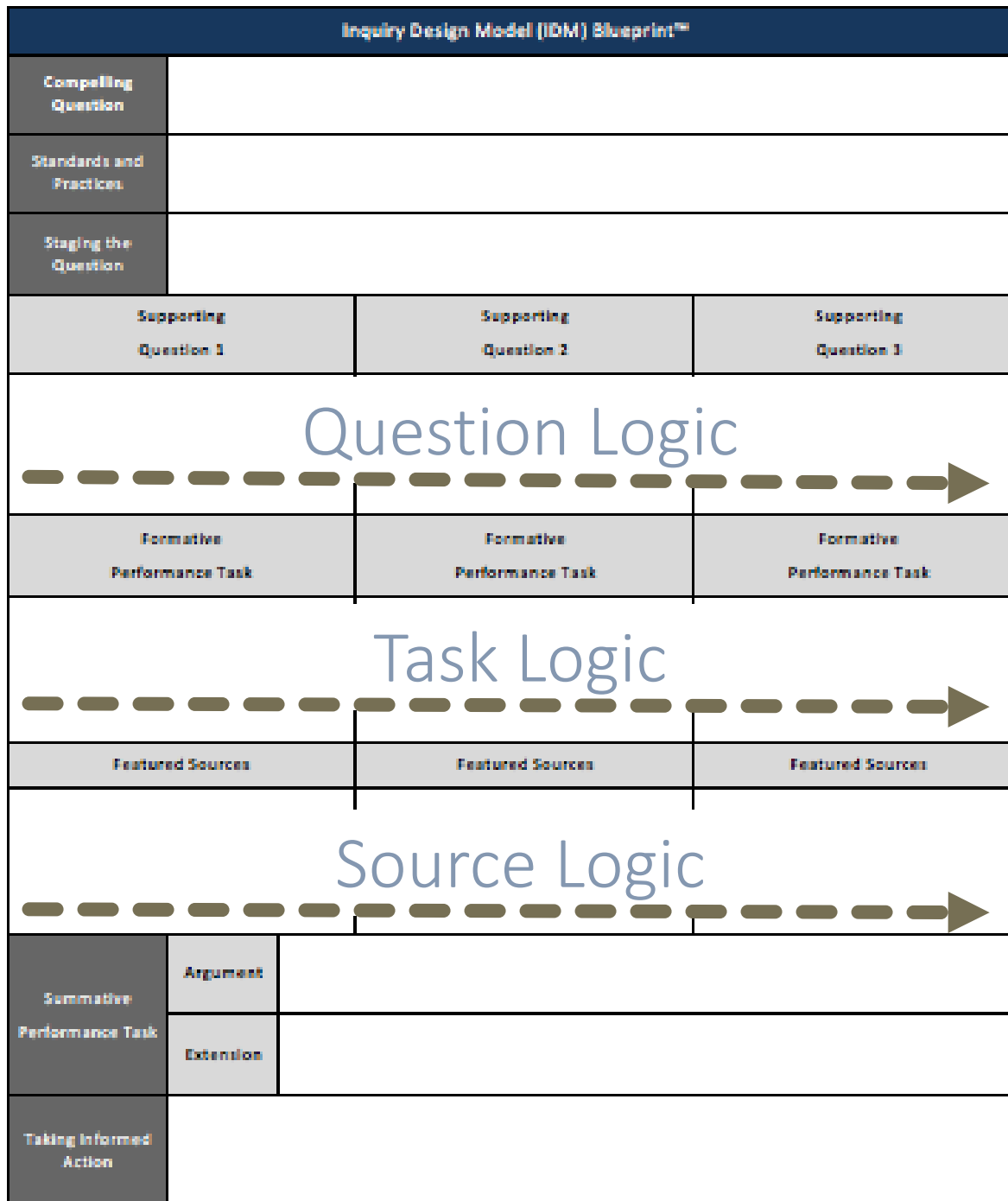
Logic = Coherence

Formative work should sequence *logically or coherently* across the blueprint.

A Couple of Design Notes

1. Try rewriting the supporting question as a formative performance task.

2. Use performance verbs.

Construct	Propose	Label
Write	Research	Conduct
Participate	Perform	Make
List	Draw	Assemble
Develop	Brainstorm	Simulate
Label	Complete	Build
Complete	Illustrate	Sort
Define	Summarize	Rank
	Discuss	

6. Build your **formative performance task** sequence.

*Remember to be logical!

Today's agenda

Morning—Day 2

- Lingering questions from Day 1
- Finishing an inquiry components
- Sharing the work

Afternoon—Day 2

- Playing with the IDM model
- Building an inquiry curriculum

The Design Path for IDM

Phase I:
Framing the Inquiry

Phase II:
Filling the Inquiry

Phase III:
Finishing the Inquiry

Phase I	Phase II	Phase III
1 Finding the Right Content Angle	**4** Sequencing the Content through the Supporting Questions	**7** Creating Curiosity by Staging the Compelling Question
2 Crafting a Compelling Question That Is Actually *Compelling*	**5** Using Disciplinary Sources to Construct Arguments	**8** Making Connections with Extension Tasks
3 Stress Testing the Compelling Question through the Summative Argument Task	**6** Building Knowledge through the Formative Performance Tasks	**9** Taking it to the Bridge with Informed Action
		10 Finishing an Inquiry by Looking Vertically

7

Creating Curiosity
by Staging the
Compelling Question

Staging the Compelling Question

- A 15-25 minute exercise to become curious about the compelling question
- First formative task
- Most important task–-the establishing shot of the inquiry

Pearl Harbor *Focused* Inquiry

Did the attack on Pearl Harbor unify America?

Staging the Question	Listen to FDR's Day of Infamy Speech and read the description of the Library of Congress collection, *After the Day of Infamy: "Man-on-the-Street" Interviews Following the Attack on Pearl Harbor*. Predict what people across the country said about going to war with Japan.

What Do the Buried Secrets of Tenochtitlán Tell Us About the Aztecs?

New York State Social Studies Framework Key Idea & Practices	**9.8 AFRICA AND THE AMERICAS PRE-1600**: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. ✅ Gathering, Using, and Interpreting Evidence ✅ Geographic Reasoning ✅ Economics and Economic Systems ✅ Comparison and Contextualization
Staging the Question	Look at photographs of the excavation of Tenochtitlán in 2012 and use the Question Formulation Technique (QFT) to generate questions about the Aztec city.

Why Can't We Ever Get Everything We Need *and* Want?

New York State Social Studies Framework Key Idea and Practices	**K.9** People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. ✓ **Economics and Economic Systems** ✓ **Civic Participation**
Staging the Question	Brainstorm examples of wants and needs and discuss examples of goods and services.

8 Making Connections with Extension Tasks

Summative Extensions

Additional or alternative ways for students to express their arguments...in alternative venues

Action-Oriented

Does Money Matter In Political Campaigns?
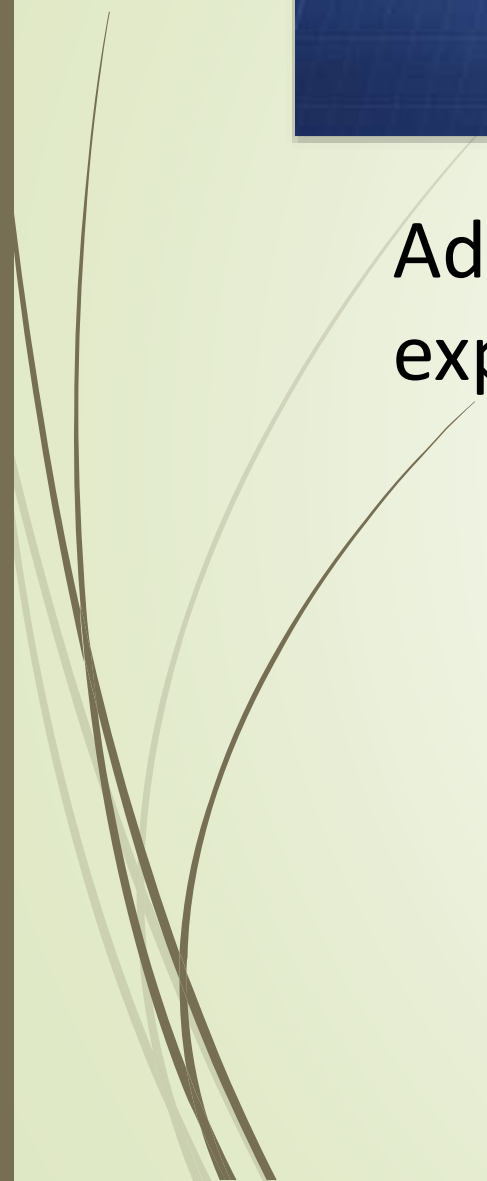
New York State Social Studies Framework Key Idea & Practices	12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote to affiliating with political parties to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process. ⊘ Gathering, Using & Interpreting Evidence ⊘ Civic Participation
Staging the Question	Analyze correspondence between political parties and corporations/CEOs to determine if funding is tied to political favors.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Research Opportunity	Research Opportunity		

Extension: Create a public service announcement that addresses students' stances on campaign-finance reform.

	The Colbert Report	Source C: "Super PAC Mania"	essays on campaign finance

Summative Performance Task	ARGUMENT Does money matter in political campaigns? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing perspectives.
	EXTENSION Create a public service announcement that addresses students' stances on campaign-finance reform.
Taking Informed Action	UNDERSTAND Research five current political campaign ads, noting who is funding each ad and whether the ad is in support of a candidate or against the candidate's opponent.
	ASSESS Determine the extent to which candidates (once elected) vote in favor of those who have funded them.
	ACT Using assorted media platforms, create a presentation that conveys students' views about campaign-finance reform.

Discussion Oriented

Was the Development of Agriculture Good for Humans?

New York State Social Studies Framework Key Idea & Practices	6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 BCE – ca. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. ✪ Gathering, Using, and Interpreting Evidence ✪ Chronological Reasoning and Causation
Staging the Question	Make a list of the greatest innovations and write a statement about why particular innovations appear on the list.

Extension:
Conduct a Socratic dialogue addressing the compelling question.

	Source C. Image bank: Neolithic farming tools		Source C. Graph of changes in rates of disease

Summative Performance Task	ARGUMENT Was the development of agriculture good for humans? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
	EXTENSION Conduct a Socratic dialogue addressing the compelling question.

Taking Informed Action	UNDERSTAND Find an example of a modern development (like agriculture) that has resulted in a variety of consequences for humans.
	ASSESS Determine the intended and unintended consequences of the innovation identified.
	ACT Publish a public service announcement about the intended and unintended consequences of the innovation.

What Made Nonviolent Protest Effective during the Civil Rights Movement?

New York State Social Studies	11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – PRESENT): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political

Extension:

Discuss the following: If the country were to build a monument or memorial (e.g., Mount Rushmore or the Vietnam War Memorial) for nonviolent heroes of the civil rights movement, what type of monument should it be and who, if anyone, should be on it?

Project-based

Taking Informed Action	UNDERSTAND Examine several oral history archives. Focus on archives that feature individuals who participated in nonviolent protest within the civil rights movement.
	ASSESS Discuss the limitations of oral history and note its contribution to our understanding of the past.
	ACT Create an oral history archive of individuals who participated in or witnessed a nonviolent direct-action protest.

Types of Extensions

- Action-Oriented
- Analytical
- Community-oriented
- Creative and expressive
- Discussion-oriented
- Personal
- Project-based

8. Create your Staging the Compelling Question

9. Make Connections by developing an Extension Task

9

Taking It to the Bridge with Informed Action
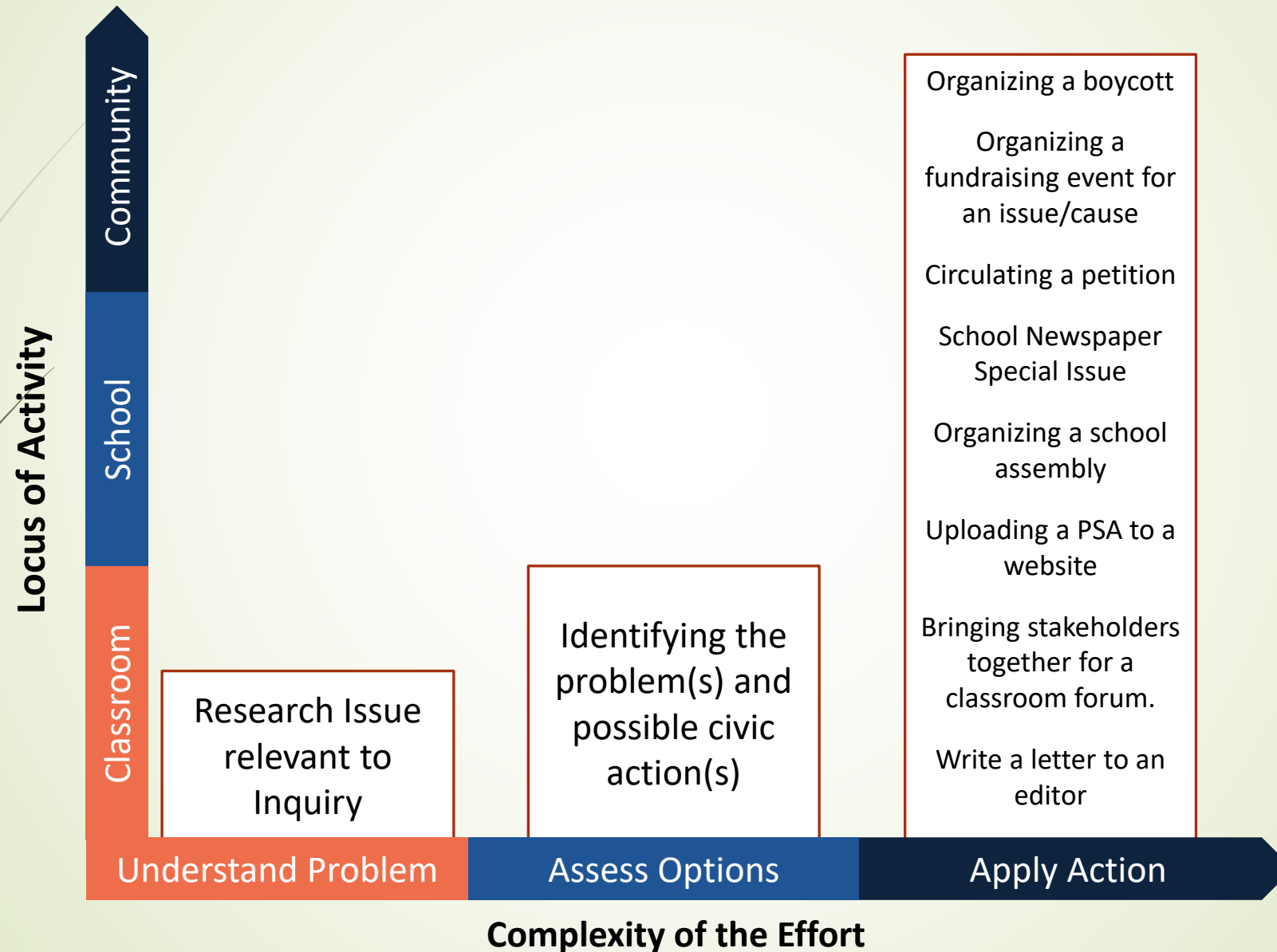
What does action look like?

Taking Informed Action

- Ways for students to civically engage with the inquiry
- Sometimes action is embedded in the summative performance task
- In keeping with *C3 Framework*
  - **Step 1:** Understand the problem
  - **Step 2:** Assess the problem
  - **Step 3:** Take action on the proble

INQUIRY DESIGN MODEL™

IDM Taking Informed Action

Action Possibilities

- Create a Facebook page on an issue
- Write a letter to a government official
- Speak at a school, town, or city meeting
- Present to a local civic organization
- Organize a "flyer" campaign to raise awareness
- Volunteer
- Form a club
- Contact an organization with whose platform you agree and see how you can get involved

- Initiated an informed conversation
- Interview an expert or activist
- Conduct and publish a survey that gauges community opinion
- Invite a guest speaker
- Create a poster and hang it in a public space
- Promote a cause on Instagram or Twitter
- Work collaboratively to write a resolution

- Present to another class
- Write an article for the school newspaper
- Present on the morning announcements
- Have a debate with invited guests
- Create a community education pamphlet
- Create a class position statement
- Organize a community service
- Organize a rally
- Write (and perform) a song on an issue

Action-Oriented Tips!

Embed the Action into the Inquiry

12th Grade Public Policy Inquiry

Why is the Affordable Care Act so darn controversial?

SUPPORTING QUESTION 1	SUPPORTING QUESTION 2	SUPPORTING QUESTION 3	SUPPORTING QUESTION 4
Understand			Assess
Who were the uninsured prior to the ACA?	What are the goals and potential shortcomings of the ACA?	Why is the ACA a constitutional controversy?	Why is the ACA *still* controversial?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
Create a graphic depiction of the uninsured prior to the ACA.	List the goals of the ACA in addressing the problems of the insured and the uninsured, noting potential problems or shortcomings.	Perform a reader's theater of *National Federation of Independent Business v. Sebelius* and write a majority or dissenting opinion on the case.	Develop a claim about why the ACA is still controversial.

Summative Performance Task	**ARGUMENT** Why is the ACA so darn controversial? Construct an argument (e.g., detailed outline, poster, essay) that addressed the compelling question using specific claims and relevant evidence and information from contemporary sources.
	ACTION Create a student guide to the ACA that answers why 12th graders should care about this controversial act. Within the guide, include a list of credible resources for learning more about the ACA.

Provide **options** for action!
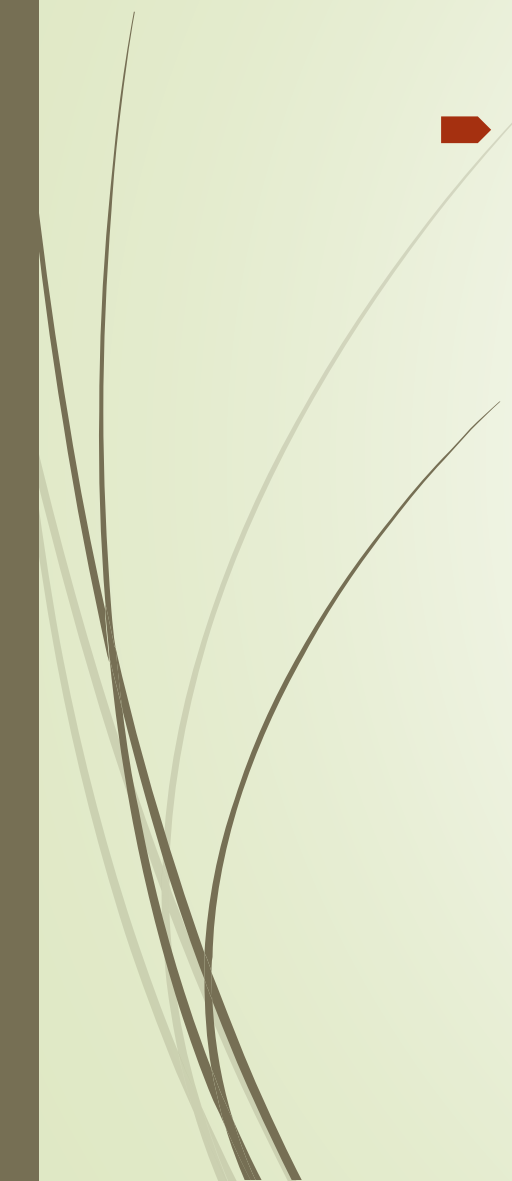
▶ **Example: Can words lead to war?**

- ▶ **UNDERSTAND** Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).

- ▶ **ASSESS** Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.

- ▶ **ACT** Choose one of the options and implement it as an individual, small group, or class project.

Don't be afraid to go **small**!

- **Example**: **How do you stop a bully?**

  - **Understand:** Study the Wisconsin ordinance that fines parents if their child is caught bullying other students.

  - **Assess:** Examine the extent to which the current ordinance is fair and state one's personal stance on the ordinance.

  - **Act:** Have an informed conversation with an adult on whether the bullying ordinance is fair and will be effective in stopping bullying.

9. Taking It to the Bridge with Informed Action

10 Finishing an Inquiry by Looking Horizontally and Vertically

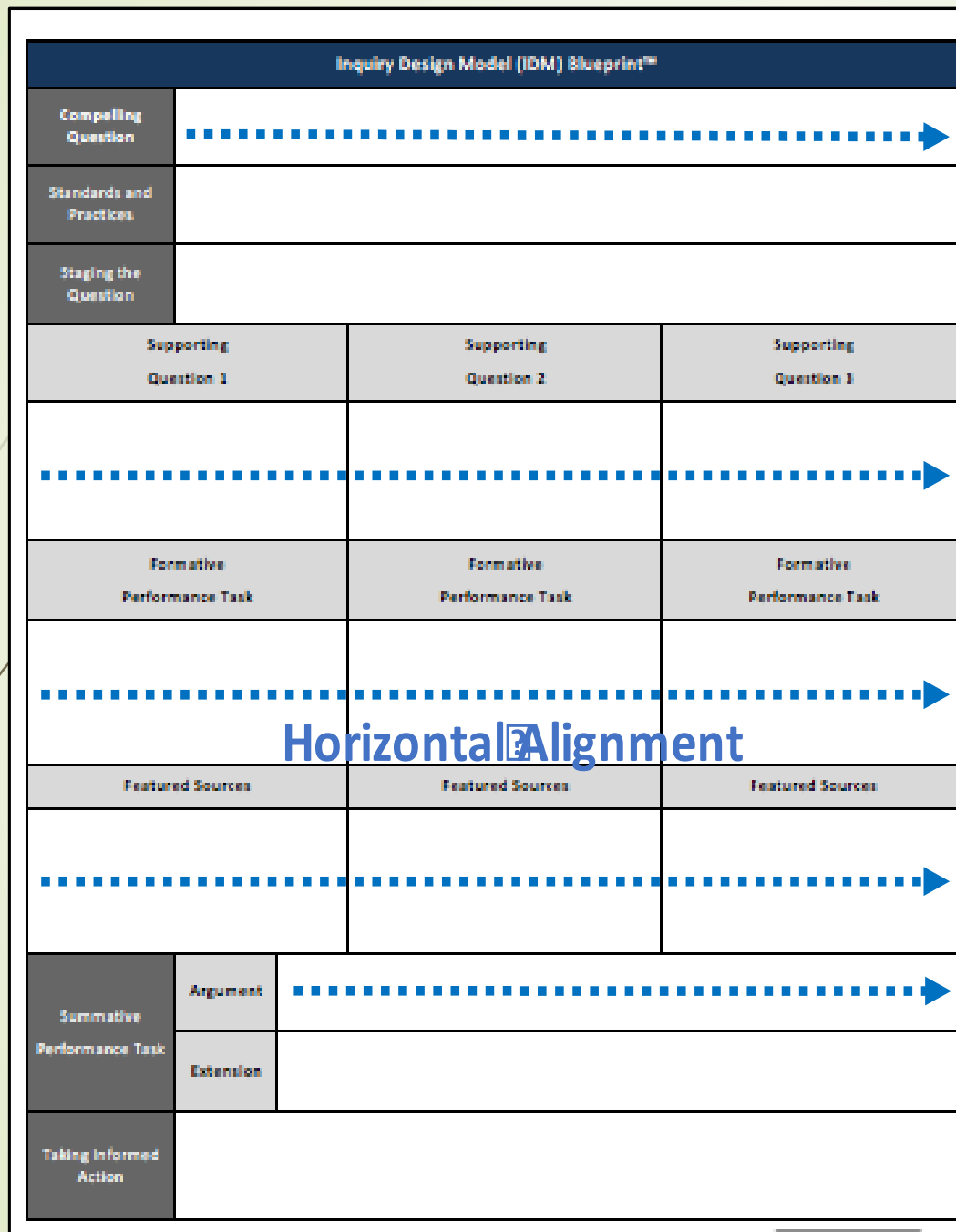We build horizontal alignment by ensuring that the supporting questions, featured sources, & formative performance tasks build logically toward the summative argument.

Example of horizontal alignment

Why Can't We Ever Get Everything We Need *and* Want?

New York State Social Studies Framework Key Idea and Practices	**K.9** People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. ✔ **Economics and Economic Systems** ✔ **Civic Participation**
Staging the Question	Brainstorm examples of wants and needs and discuss examples of goods and services.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What do we want? What do we need?	How do goods and services meet our needs and wants?	What happens when there isn't enough for everyone?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Sort and categorize items as needs or wants.	Identify a need or want and determine ways in which it could be satisfied through goods and services.	Participate in a discussion of options people have when faced with scarcity.
Featured Source	**Featured Source**	**Featured Source**
Source A: Image bank: Needs and wants	**Source A:** Image bank: Goods and services	**Source A:** Image bank: Scarcity

When there is **vertical alignment**, we see that the formative performance task provides an opportunity for teachers to gauge whether students understand the supporting question and to practice the discrete skills of explanation and argumentation using the featured sources.

Example of vertical alignment

Why Can't We Ever Get Everything We Need *and* Want?

New York State Social Studies Framework Key Idea and Practices	K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. ✔ Economics and Economic Systems ✔ Civic Participation
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Source A: Image bank: Needs and wants	**Source A:** Image bank: Goods and services	**Source A:** Image bank: Scarcity

DESIGN CHALLENGE

10. Let's do some aligning! Check the horizontal and vertical alignment of your inquiries.

Sharing the work

Sharing the work

- Present at conferences
- Becoming a C3 Teacher
- Building a C3 hub
- Sharing your blueprint today

Sharing your blueprint

Some sharing options:

1. Your compelling question and…your <u>favorite element</u> of the blueprint
2. Your compelling question and…the <u>weakest part</u> of your blueprint
3. Your compelling question and…what you found <u>easiest and most challenging</u> about designing a blueprint.

Playing with the Model

Alternative Blueprint Approaches

Structured Inquiry

Teachers and students work through a comprehensive, teacher-developed inquiry; 3-7 instructional periods.

Why Can't We Ever Get Everything We Need *and* Want?

New York State Social Studies Framework Key Idea and Practices	K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. ⊘ **Economics and Economic Systems** ⊘ **Civic Participation**
Staging the Question	Brainstorm examples of wants and needs and discuss examples of goods and services.

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Featured Source	**Featured Source**	**Featured Source**
Source A: Image bank: Needs and wants	**Source A:** Image bank: Goods and services	**Source A:** Image bank: Scarcity

Summative Performance Task	**ARGUMENT** Why can't we ever get everything we need *and* want? In small groups, construct arguments, supported with evidence, that address the question of whether or not we can ever get everything we need and want.
	EXTENSION Create two-sided collages with images of needs (or goods) on one side and wants (or services) on the other.
Taking Informed Action	**UNDERSTAND** Identify a need or want for the classroom. **ASSESS** Brainstorm methods of fulfilling the need or want for the classroom. **ACT** Select and act on a method of fulfilling the need or want for the classroom.

Focused Inquiry

Teachers and students drill down through a teacher-developed inquiry into a particular concept or skill; 1-2 instructional periods.

Middle School *Rethinking Columbus* Inquiry

How should we remember Columbus?

Illinois Social Studies Standard	SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
Staging the Compelling Question	Examine two claims made about Christopher Columbus and using prior knowledge discuss the merits of each.

Supporting Question 1	Supporting Question 2
Understand	**Assess**
Who was Columbus?	How has Columbus been remembered?
Formative Performance Task	**Formative Performance Task**
Complete a graphic organizer detailing what isknown about Christopher Columbus.	Create a T-Chart with one side listing the ways in which Columbus has been remembered and one side with the ways his image has been revisited by historians, educators, and governments.
Featured Sources	**Featured Sources**
Source A: *Columbus reports on his first voyage, 1493* **Source B**: *A map showing Columbus' four voyages to the Americas.* **Source C**: *Excerpt from Bartholomew de las Casas (1552) journal and engraving by Theodor de Bry (1552).* .	**Source A**: Columbus Landing, *Vanderlyn Painting (1792)* **Source B**: *History of Coumbus Day, FDR Fireside Chat (1937)* **Source C**: In 1492, Poem that children are taught about Columbus **Source D**: Excerpt from James W. Loewen's book, *Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong (2014)* **Source E**: Excerpt on Christopher Columbus from the text, *A People's History of the United States*, Howard Zinn (1980) **Source F:** Procolomations from State Governments replacing Columbus Day with Indigenous People's Day (2015)

Summative Performance Task	ARGUMENT How should we remember Columbus? Construct an argument consisting of a claim and counterclaim about how we should remember Columbus using the evidenced encountered in this inquiry.
	ACT Read the assigned article and discuss how Illinois should reconcile the two holidays, Columbus Day and Indigenous People's Day. Write a letter to a lawmaker arguing whether you agree or disagree with Illinois' current position.

Guided Inquiry

Students have opportunities to independently research answers to supporting questions within a teacher-developed inquiry; 5-7 instructional periods.

What Made Nonviolent Protest Effective during the Civil Rights Movement?

New York State Social Studies Framework Key Idea & Practices	11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – PRESENT): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of federal government in regulating the economy and providing a social safety net. ⬥ Gathering, Using, and Interpreting Evidence ⬥ Chronological Reasoning and Causation
Staging the Question	Discuss the recent die-in protests and the extent to which they are an effective form of nonviolent direct-action protest.

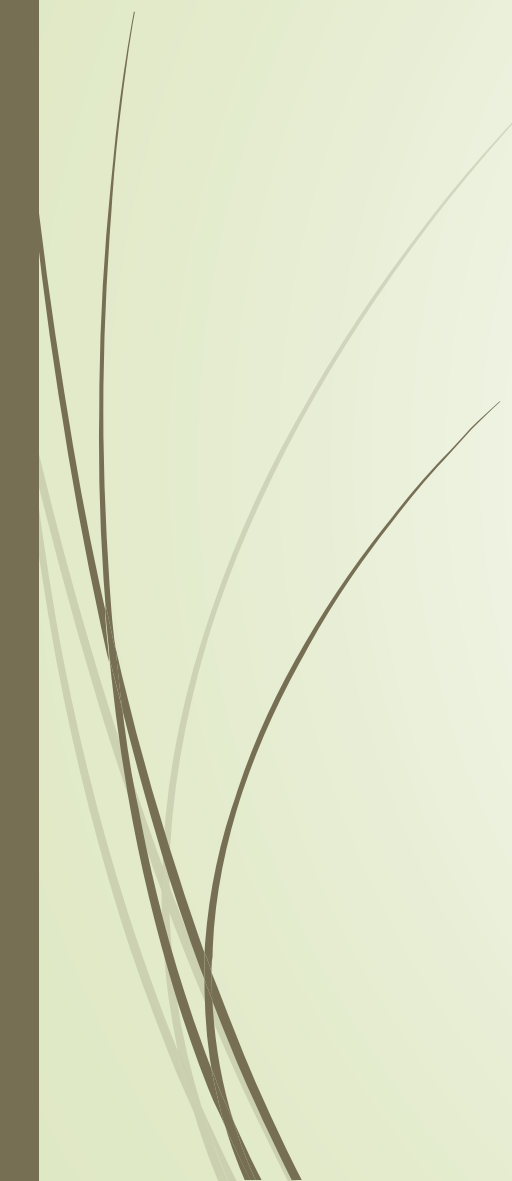| Supporting Question 1	Supporting Question 2	Supporting Question 3
	Guided Student Research	Independent Student Research
What was the impact of the Greensboro sit-in protest?	What made the Montgomery bus boycott, the Birmingham campaign, and the Selma to Montgomery marches effective?	How did others use nonviolence effectively during the civil rights movement?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Create a cause-and-effect diagram that demonstrates the impact of the sit-in protest by the Greensboro Four.	Detail the impacts of a range of actors and the actions they took to make the efforts effective.	Research the impact of a range of actors and the effective nonviolent direct actions they used in events during the civil rights movement.
Featured Sources	**Featured Sources**	**Featured Sources**
Source A: Photograph of the Greensboro Four Source B: *Join the Student Sit-Ins* Source C: "1960: Sitting Down to Take a Stand"	Sources A–D: Source packet on the Montgomery bus boycott Sources A–D: Source packet on the Birmingham campaign Sources A–E: Source packet on the Selma to Montgomery marches	Source A: To be determined by students; see possible resources in the Events for Research table

Summative Performance Task	ARGUMENT What made nonviolent protest effective during the civil rights movement? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from historical sources. Express these arguments by creating a monument or memorial for nonviolent heroes of the civil rights movement and provide a rationale for its design.
	EXTENSION Discuss the following: If the country were to build a monument or memorial (e.g., Mount Rushmore or the Vietnam War Memorial) for nonviolent heroes of the civil rights movement, what type of monument should it be and who, if anyone, should be on it?
Taking Informed Action	UNDERSTAND Examine several oral history archives. Focus on archives that feature individuals who participated in nonviolent protest within the civil rights movement. ASSESS Discuss the limitations of oral history and note its contribution to our understanding of the past. ACT Create an oral history archive of individuals who participated in or witnessed a nonviolent direct-action protest.

A Question/Argument Inquiry

Teachers and students work through a standard unit, but with a compelling question and a summative performance task (evidence-based argument) included; 3-7 instructional periods.

Unit/Compelling Question Matching

1. American Revolution………Was the American Revolution revolutionary?

2. Early civilizations………Was agriculture good for humans?

3. Political parties……Does money matter in political campaigns?

4. Business organizations…..Should corporations have a conscience?

5. Rules……Do we *have* to have rules?

Building Out an Inquiry Curriculum

Using the C3 Teachers Inquiry Database

The C3 Teachers Database:

C3Teachers.org/inquiries

A database of 250+ inquiries searchable by…

  --grade level

  --hub

  --topic

Available in Word and PDF formats

Building out options…

Use your imaginations…while you think about what your colleagues will need and find useful.

One option…

Early people in the Americas

Topic: Maya, Aztec, and Inca
Compelling question: What makes a complex society complex?
Link: http://www.c3teachers.org/inquiries/complex-societies/

This inquiry provides students with an opportunity to evaluate a series of innovations by three complex civilizations— Maya, Aztec, and Inca. In examining the compelling question "What makes a complex society complex?" students explore how complex societies and civilizations adapt to and modify their environment to meet the needs of their people. Students use the social studies practices of Comparison and Contextualization as they work with sources related to the ancient writing developed by the Maya, specialized agricultural methods developed by the Aztecs, and transportation/communication networks developed by the Inca. The goal of this inquiry is to provide enough background about these innovations and technological advancements to support students as they develop arguments about what makes societies complex.

Topic: Aztecs
Compelling question: What do the buried secrets of Tenochttitlean tell us about the Aztecs?
Link: http://www.c3teachers.org/inquiries/aztec/

This annotated inquiry leads students through an investigation of the Aztec Empire through the study of its capital city, Tenochtitlán. Scholars debate the significance of the role of the Aztec Empire in Mesoamerican culture. While some observers see great innovation in architecture, agriculture and economic systems, others see a simplistic, militaristic, and flawed empire. Further complicating these arguments is the limited number of sources and archaeological evidence.

Another option…

Topic	Sub-Topic	Compelling Question	Website
Early people of the Americas	Maya, Aztec, Incas	What makes a complex society complex?	http://www.c3teachers.org/inquiries/complex-societies/
	Aztecs	What do the buried secrets of Tenochttitlean tell us about the Aztecs?	http://www.c3teachers.org/inquiries/aztec/
Colonization of the Americas	Pilgrims and Wampanoag	Why did the Pilgrim-Wampanoag friendship go so wrong?	http://www.c3teachers.org/inquiries/pilgrims-and-wampanoag/
	New France	Did the French lose out in North America?	http://www.c3teachers.org/inquiries/new-france/
	Manhattan Purchase	What's the real story behind the purchase of Manhattan?	http://www.c3teachers.org/inquiries/manhattan-purchase/

Happy inquiry building!

Let me know how it goes:

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