

Focus on Inquiry!

Wednesday, October 19

Self-Evaluation

- [Effective Practices Document](#)
- Effective Practices Self-evaluation

Inquiry Arc

Builds on innate curiosity of young learners

Creates a question-answer pattern of learning

Founded in Constructivist Learning Theory

Emphasis on questions motivates student learners

Seeking the answers to questions builds content mastery

Inquiry Arc "a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies."



Dimension 1

Developing Questions
Planning Inquiries



Dimension 2

Applying Disciplinary Tools
Disciplinary Thinking Skills



Dimension 3

Evaluating Sources
Using Evidence



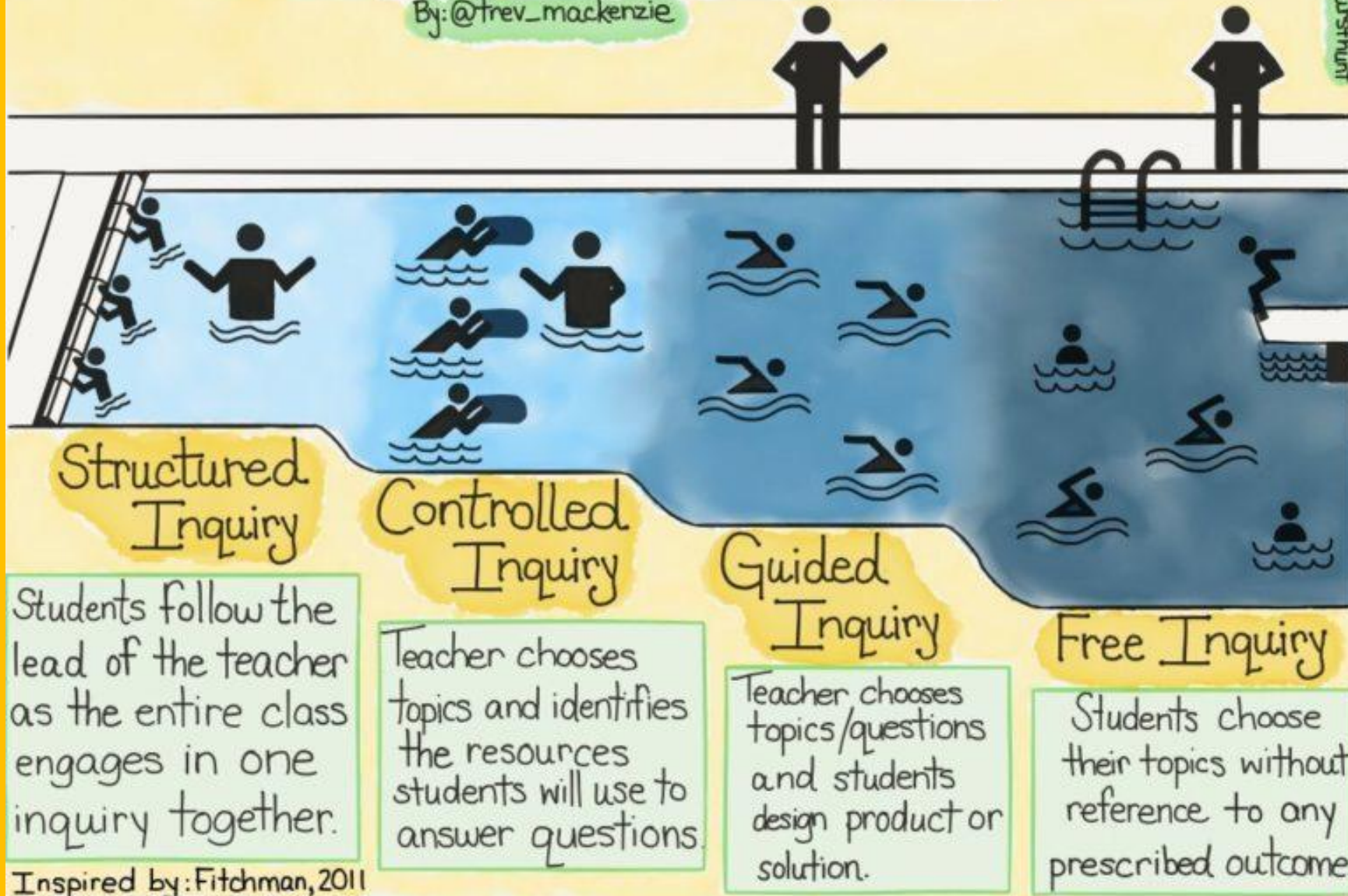
Dimension 4

Communicating Conclusions
Taking Informed Action

Types of Student Inquiry

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Inspired by: Fitchman, 2011

Types of Questions

Compelling

- Big Picture Investigations
- Examines the entire unit topic
- General and over-arching by design

- Example: Why are community helpers important?

Supporting

- Designed to help students find an answer to a compelling question
- More narrowly defined
- Seek answers to specific information

- Example: Who are community helpers in your town?

Finding Primary Sources at LOC

- [Primary Source Sets](#)
- [Free to Use and Reuse](#)
- [Web Guides](#)
- [Blog: Teaching with Primary Sources](#)

Task - Complete the [Primary Source Selection Guide](#) for your Unit/Lesson Plan - email to bmorton@mhu.edu

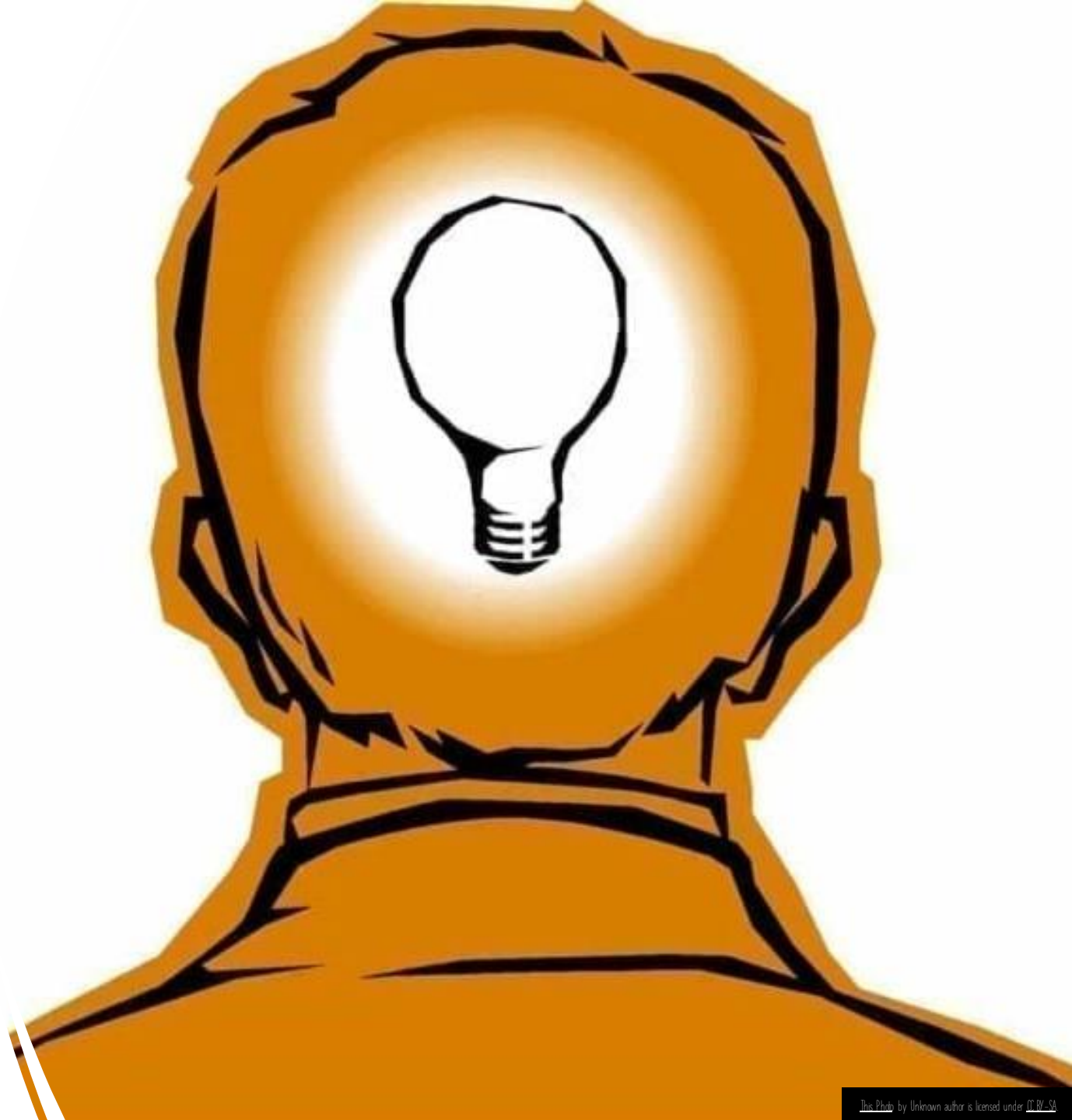
Historical Thinking

- Primary sources are unique and different from other types of sources in that they were created in another time and place, where people thought differently and held different values and beliefs than we do today.
- When students learn to analyze primary sources, they are also learning to "think historically", as if they're traveling back in time. Sam Wineburg, Professor of Education and History at Stanford, stated that "Historical thinking is a process of questioning that transforms learning from passive reception of facts to an active interrogation of sources." Historical thinking also teaches students to tolerate complexity, adapt to new situations, and resist the first answer that comes to mind until it can be supported with evidence.



Historical Thinking Skills

- Sourcing
- Contextualizing
- Close Reading
- Corroborating
- Reading the Silences
- Using Background Knowledge



Compass Points

- (Compass Points Thinking Routine–
https://pz.harvard.edu/sites/default/files/Compass%20Points_0.pdf)

E = Excited

- What excites you about the idea of teaching historical thinking skills? What's the upside?

W = Worrisome

- What do you find worrisome about the idea of teaching historical thinking skills? What's the downside?

N = Need to Know

- What else do you need to know or find out about teaching historical thinking skills?

S = Stance or Suggestion for Moving Forward



Curriculum Reflection

Add slide to the PP that includes the following

Name - grade level

Unit Topic

Standards Addressed

Compelling Question

Primary Source to Introduce Topic

Primary Sources to Deepen Thinking

Historical Thinking Skills to Develop

Activities Used to Develop stated Skills

When *slide* is complete, please come get the CRP Lesson Eval Form