ARTIFACT BASED INQUIRY:
USING THE MUSEUM EXHIBITS TO SUPPORT INQUIRY IN THE CLASSROOM

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What is Inquiry?

- Inquiry-based learning is a complex process where **students** attempt to convert information into useful knowledge.

- The inquiry process allows us to shift the cognitive load to **students** – ensuring learning is student-driven and student-centered.

- Trevor MacKenzie and Rebecca Bathurst-Hunt nicely illustrate some of the types of inquiry that students might engage in within the classroom.

- Keep in mind, true inquiry is an ongoing cycle of learning where one investigation may lead to further questions which can spark inquiries.
Why Inquiry?

- Aligns to Danielson
- Components in Domains 1, 2, & 3 can all be addressed with the use of inquiry in the classroom
Inquiry Process

- To help guide teachers in planning SS inquiries we developed the Inquiry Process Graphic
- 5 stages to guide students through the inquiry process in the classroom
  - Engage and Ask
  - Think Critically
  - Draw Conclusions
  - Communicate Findings
  - Reflect
Alignment to Social Science Inquiry Skills

Inquiry Skills

<table>
<thead>
<tr>
<th>Constructing Essential Questions</th>
<th>Constructing Supporting Questions</th>
<th>Determining Helpful Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.5.1.6-B: Create essential questions to help guide inquiry about a topic.</td>
<td>SS.5.2.6-B: Ask essential and focusing questions that will lead to independent research.</td>
<td>SS.5.3.6-B: Determine sources representing multiple points of view that will assist in organizing a research.</td>
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</tbody>
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Evaluating Sources and Using Evidence

<table>
<thead>
<tr>
<th>Less Complex (LC)</th>
<th>Moderately Complex (MC)</th>
<th>More Complex (MC)</th>
</tr>
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<tr>
<td>SS.5.4.6-B.6-LC: Determine the value of sources by evaluating their relevance and intended use.</td>
<td>SS.5.4.6-B.6-MC: Determine the credibility of sources based upon their origin, authority and context.</td>
<td>SS.5.4.6-B.6-MC: Gather relevant information from credible sources and determine whether they support each other.</td>
</tr>
<tr>
<td>SS.5.5.6-B.6-LC: Appropriately cite all sources utilized.</td>
<td>SS.5.5.6-B.6-MC: Identify evidence from multiple sources to support claims, noting its limitations.</td>
<td>SS.5.5.6-B.6-MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.</td>
</tr>
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</table>

Communicating Conclusions and Taking Informed Action

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<tr>
<td>SS.5.6.6-B.6-LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</td>
<td>SS.5.6.6-B.6-MC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</td>
<td>SS.5.6.6-B.6-MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</td>
</tr>
<tr>
<td>SS.5.7.6-B.6-LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</td>
<td>SS.5.7.6-B.6-MC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.</td>
<td>SS.5.7.6-B.6-MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</td>
</tr>
</tbody>
</table>
Inquiry-Based Social Science: Instructional Planning and Strategies

- A collection of resources and ideas to support educators as they create units of inquiry aligned to the Illinois Social Science Standards.

- Illinois Social Science in Action
  - [http://www.ilsocialscienceinaction.org/illinois-resources.html](http://www.ilsocialscienceinaction.org/illinois-resources.html)
ALPLM Museum exhibit

There were no bystanders during World War II—the American people were “all in.” “In This Great Struggle: The Greatest Generation Remembers World War II” features audio and video of people telling their own stories from the war. Landing at Normandy, surviving Pearl Harbor, working at an aircraft factory, discovering Nazi death camps – the exhibit features those stories and more. It also includes amazing artifacts, like Eisenhower’s helmet, a WWII motorcycle, and forged papers given to a downed pilot by the French Resistance.

- Abraham Lincoln Presidential Library and Museum
  - Special Exhibits
    - https://www2.illinois.gov/alplm/museum/visit/Pages/Temp_Exhibits.aspx
  - June 6, 2019 – January 12, 2020
Engage and Ask

- What topic or what artifacts are we studying?
- What are the enduring understandings that I want my students to understand after studying this exhibit and its related content?
  - What additional information is needed to understand this exhibit or artifact?
- How will I engage or interest my students in this topic?
  - What will grab students’ attention and interest AND enable students to ask questions?
- What questions do my students have about this topic?
  - What are my kids wondering about this topic?
  - Questions kids ask will give teacher insight into background knowledge.
- What questions are manageable within the unit?
  - Available resources and time
QUESTION FORMULATION TECHNIQUE

Right Question Institute – FREE Educator Network  https://rightquestion.org/

The Right Question Institute makes it possible for all people to learn to ask better questions and participate more effectively in key decisions.

Learn more about our work: Teaching & Learning  Schools & Families  Health Care

“Make Just One Change by Dan Rothstein and Luz Santana

This book begins with the seemingly simple request to get students to ask their own questions, but at heart it’s a book about creating a classroom alive with dialogue, inquiry, and respect for students’ minds.

—Mike Rose, author of Why School? Reclaiming Education for All of Us
Step 1

With your group, write down as many questions as you can about the focus.

Rules

- Do not stop to discuss, judge, or answer any question.
- Write down every question exactly as it was stated.
- Change any comments to questions.

What might be difficult about following these rules for us?
Follow the rules for producing questions.

Number your questions.
Step 3

Categorize each question as closed (C) or open (O)

- A closed question has short, direct answers
- An open question requires more explanation.

*Could also use explanation and argument
  - Explanation – researchable and can be reported as fact
  - Argument - choose a position and defend it with evidence

*Many thanks to Emily Crement for the alternate wording suggestion!
Step 4

- Are there any questions you want to revise?

- Choose at least one question to change from *closed* (explanation) to *open* (argument)?

- Choose one question to change from *open* to *closed*?

- Add any new, revised, or flipped questions to your list too.
Step 5

Select the **2 most interesting questions** you think the group should discuss.

Be prepared to share....

- What were your two priority questions?
- Your rationale for selecting those questions.
What do I do with questions generated?

Several options exist for how these questions can be used in the classroom to guide inquiry:

- Students are divided into groups; different groups focus their inquiry on different questions
  - Based on groups they used to do QFT
  - Based on student choice of question to investigate
- Use questions generated to “drill down” to one essential question to guide the whole class
  - Other questions generated could become supporting questions
- Don’t dismiss questions that are outside your planned inquiry – keep those in a “parking lot”.
  - May lead to further investigation later in the process or independent investigation.
How do I modify this for my classroom?

- What are some modifications you see as needed for different subjects or grade levels?
- What additional supports would you need to put in place for your students?
- How could this technique be helpful in other content areas as well?
Think Critically

- Access additional information about the topic
  - What additional information is needed to understand this exhibit or artifact?
  - Reading and understanding information
  - Incorporating **multiple sources** to gather information

- Analyzing sources, information, or data
  - Conducting investigations
  - Critically **analyze** sources
  - How do I know which sources are valid or reliable? Is there implicit or apparent bias in the sources?

- Strategies
  - Using progressive graphic organizers, journaling, writing or drawing to organize initial thoughts
  - Using collaboration or discussion techniques to further refine thinking
ALPLM Museum Resources and Additional Resources

- Oral histories from ALPLM –
  - WWII Oral Histories -
    https://www2.illinois.gov/alplm/library/collections/OralHistory/VeteransRemember/worldwarii/Pages/default.aspx
  - Vincent Speranza, multiple interviews -
    https://www2.illinois.gov/alplm/library/collections/OralHistory/VeteransRemember/worldwarII/Pages/SperanzaVincent.aspx
  - Vincent Speranza on You Tube - https://youtu.be/J8MqoTC1rRA
  - Mary Ann (Ladic) Koucky, Doll –
    https://www2.illinois.gov/alplm/library/collections/OralHistory/VeteransRemember/worldwarII/Pages/Koucky,-Mary-Ann.aspx

- Other Resources:
  - National WWII Museum – Educator Resources https://www.nationalww2museum.org/students-teachers/educator-resources/classroom-resources
  - Facing History and Ourselves
    - Reading about Eleanor Roosevelt’s visit to a displaced person camp https://www.facinghistory.org/universal-declaration-human-rights/eleanor-visits-displaced-persons-camps
    - Other WWII Resources - https://www.facinghistory.org/resource-library?search=WWII
  - National Archives: DocsTeach – WWII activity search https://www.docsteach.org/activities?rt=4QfV7Y9JYGbN

Exploring additional resources may lead to new questions and further inquiries or parallel investigations.
Draw Conclusions

- Answering big question(s) of unit
  - Addressing enduring understandings or main take-aways

- Synthesizing ideas to **draw conclusions**

- **Supporting** answers with information learned from sources or investigations

- **Strategies**
  - Collaboration and Discussion Techniques can help students refine their thinking but students need opportunities to explain their thinking independently even after group discussion or deliberation.
    - **Collaboration and Discussion Techniques**
      - Think Pair Share (and variations)
      - Sentence Stems
      - Back Pocket Questions
      - Sketch-to-Stretch
Drawing Conclusions

Question: What are some ways that WWII impacted different people?
Communicate Findings

- What methods will be used for students to demonstrate what they have learned?
  - Answer the overall question(s) of the unit
  - This can be the unit assessment as long as it connects to overall unit objectives

- Who will this learning be shared with?
  - Engagement is enhanced when students can share what has been learned beyond the classroom
  - Take informed action (advocate) based upon what students have learned if/when appropriate

- Strategies
  - Presentation/Speech
    - PowerPoint/Slide Show
    - Commercial
    - Rap/Song
    - Theatrical Performance Piece
    - Common Craft video (www.commoncraft.com)

** Remember, the key is to ensure the method for communicating allows students to emphasize the essential questions or key takeaways of the unit
Communicate Findings

[Images of various projects and findings]

https://www.youtube.com/watch?v=4iHLEY9etWg
https://www.youtube.com/watch?v=cj5Y_4XlMo&t=54s
Reflect

- How has students’ thinking changed based on what they have learned through the inquiry process?
  - Beliefs
  - Behaviors
  - Students and teachers reflect on experience with the inquiry process

- Strategies
  - Reflection Questions
    - Reflection questions allow students to think about their thinking.
    - Ask students to reflect upon the content they’ve explored by asking them questions such as: How might you look at _____ differently now? How might you respond differently now?
  - Survey about Inquiry Process
    - A short survey could gauge student experiences during the inquiry process and allow them to provide suggestions for improving the inquiry process.
Reflect: Your Inquiry Experience

Let’s reflect on what we’ve discussed about the inquiry process!

- Turn to a neighbor and share:
  - Three characteristics of inquiry
  - Two questions you still have about inquiry
  - One thing you’re excited to implement in your classroom.
Resources

- Abraham Lincoln Presidential Library and Museum
  - https://www2.illinois.gov/alplm/pages/default.aspx
  - Special exhibits information - https://www2.illinois.gov/alplm/museum/visit/Pages/Temp_Exhibits.aspx
  - WWII Oral histories - https://www2.illinois.gov/alplm/library/collections/OralHistory/VeteransRemember/worldwarii/Pages/default.aspx
  - Civil War Tech - https://www2.illinois.gov/alplm/museum/Education/CivilWarTech/Pages/default.aspx

- Classrooms In Action
  - http://www.ilclassroomsinaction.org/
    - Resources to support all content areas

- Illinois State Board of Education
  - https://www.isbe.net/Pages/Curriculum-and-Instruction.aspx

- Illinois Social Science in Action website
  - http://www.ilsocialscienceinaction.org/ (is also linked from IL Classrooms in Action)
    - Illinois Resources – all resources aligned to the Illinois Social Science Standards
    - Resource Website – external websites (many aligned to C3 Framework)
    - Inquiry-Based Social Science - resources and ideas to support inquiry aligned instruction
THANK YOU

Contact us
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