



# Inquiry with Primary Sources Facilitator's Guide



## Summary of Presentation

The purpose of the Inquiry with Primary Sources is to build an understanding of the inquiry process using primary sources and to identify how the standards can be integrated into classroom instruction.

## Inquiry with Primary Sources Workshop Resources

### Presentation Overview

This workshop provides participants

- an opportunity to recognize the importance of inquiry in the classroom
- an opportunity to understand one method of helping students analyze primary sources

**NOTE: Presenters can use the following PowerPoint as needed. The presentation can be used in its entirety or portions can be used based on the needs of the school/district. The following is an overview of the presentation in totality.**

Slides	Topics Include	Estimated Time	Possible Handouts/Materials
Note: The following are suggestions for presenting Inquiry with Primary Sources Workshop. The presenter should use their best judgement on the audience needs when planning the presentation. Times could be extended depending on amount of discussion or work time provided to participants for various activities.			
1	This is a hidden slide with materials needed.		
2-3	Title slide and objectives	2 minutes	
4	Social Science Standards design	5 minutes	Copies of grade specific Social Science Standards
5	Where sources appear in the standards	3 minutes	Sources and Standards Handout
6-14	Inquiry with primary sources activity	40-60 minutes	<ul style="list-style-type: none"> <li>• Library of Congress Images</li> <li>• Deconstruction Inquiry Tool</li> <li>• Bibliographic Information for each image</li> </ul>
15	Reflection questions	5-15 minutes	
16-21	Images from slide 9		

### Presentation Handouts

Handouts to accompany the presentation are located at <http://www.ilsocialscienceinaction.org/professional-learning.html>

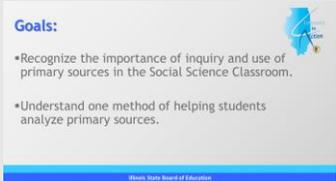
### Additional Social Science Resources

Additional external social science resources to support implementation of standards and Inquiry-Based Learning are located at <http://www.ilsocialscienceinaction.org/>

### Prepare for Facilitation

1. Read the following Facilitator's Guide.
2. Make copies of any handouts to be used.
3. Ensure that the presentation room includes internet access.

## Inquiry with Primary Sources: Facilitator's Guide

<p><b>Slide #1 - Hidden Slide</b></p> <p><b>Materials Needed:</b></p> <p>The following materials are referred to in the presentation. Please alter the presentation materials to meet the needs of your audience/timeframe.</p> <ul style="list-style-type: none"> <li>• Sources in the Standards Handout</li> <li>• Grade Specific Social Science Standards</li> <li>• Inquiry Deconstruction Tool</li> <li>• Library of Congress Images</li> <li>• Bibliographic Information that Coordinate with Library of Congress Images</li> </ul> 	<p>This is a hidden slide that lists the possible materials to be used in the presentation.</p>
<p><b>Slide #2</b></p> 	
<p><b>Slide #3</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of inquiry and use of primary sources in the Social Science Classroom.</li> <li>• Understand one method of helping students analyze primary sources.</li> </ul> 	<p>Have participants read the goals of today's presentation.</p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of inquiry and use of primary sources in the Social Science Classroom.</li> <li>▪ Understand one method of helping students analyze primary sources.</li> </ul> <p><b>Optional Handout:</b> Provide each participant a copy of their grade specific Social Science Standards.</p>
<p><b>Slide #4</b></p> <p><b>Inquiry in the Standards</b></p> 	<p><b>Handout:</b> Grade specific Social Science Standards</p> <p>The social science standards are divided into two portions that work together, Inquiry Skills and Disciplinary Concepts.</p> <p>Tell participants to think of them not as two separate portions of the standards but the inquiry skills are the methods that are used to accomplish the disciplinary concepts.</p> <p><b>Additional Information:</b></p> <p>The inquiry skills are divided into three subcategories (that mirror dimensions of C3 Framework) which together would encompass the process of inquiry.</p> <p>Developing Questions and Planning Inquiries – first in an inquiry we need to figure out what we're going to investigate and make a plan</p> <p>Evaluating Sources and Using Evidence – then we need to gather reputable sources and glean applicable evidence from them</p> <p>Communicating Conclusions and Taking Informed Action – finally we need to come to conclusions about our learning and share or apply that learning in some manner</p> <p>Disciplinary concepts are divided by the four core social sciences, civics, geography, economics (including financial literacy), and history.</p> <p>Think of the Inquiry skills as the vehicle driving the disciplinary concepts.</p> <p>The disciplinary concepts are not lacking content, rather they are to be applied in the context of whatever content is being taught.</p>
<p><b>Slide #5</b></p> <p><b>Sources and Standards</b></p> 	<p><b>Handout:</b> Social Science Standards Connection to Sources K-5 &amp; 6-12</p> <p>To meet the Illinois Social Science Standards for K-12, students must engage with a wide variety of sources. The following Illinois Social Science Standards address sources specifically.</p> <p>Allow participants to skim the handout.</p>

## Slide #6

### Inquiry Using Primary Sources

Inquiry is a process of active learning that is driven by questioning and critical thinking. By their very nature primary sources engage students with the inquiry process.

Primary sources transform the learning process by provoking critical thinking by requiring students to:

- question;
- make inferences;
- interpret different points of view;
- use the critical lens of analysis and evaluation;
- draw conclusions; and
- pull together disparate pieces of evidence to think conceptually.

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Allow participants to read through the first two sentences of the slide. Click to animate the rest of the slide reading aloud the rest of the slide.

We see in the standards that the use of sources and the ability to evaluate them are important skills students need to be learning.

Incorporating inquiry into social sciences can be tied to the use of primary sources in various forms.

- Primary sources can be used to generate essential questions
- **We can conduct smaller inquiries about sources**
- **Or we can use primary sources as a component incorporated into a larger unit of inquiry**

Utilizing various types of sources not only supports inquiry but also targets standards for information literacy and understanding of sources.

The next activity we're going to do could be utilized as a smaller inquiry or incorporated into a larger unit.

## Slide #7

### Library of Congress: Primary Source Analysis Tool



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The Library of Congress has created an Analysis Tool with the necessary three stages that should be attended to when analyzing a primary source. They are: (click to animate on the slide) Observe, Reflect, Question

While this organizer can serve the purpose of inquiry, there is another process that deepens the process. It is on the next slide.

## Slide #8

### Building on the Analysis Tool: Stripling Model of Inquiry

1. Connect
2. Wonder
3. Investigate
4. Construct
5. Express
6. Reflect

- This process may begin at different stages depending on the activity.
- May move in and out of various stages and not always sequential.

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This process is called the Stripling Model of Inquiry. There are six stages of the Stripling model of inquiry. They are

1. Connect
2. Wonder
2. Investigate
3. Construct
4. Express
5. Reflect

(animate the slide for two important notes about the process)

- This process may begin at different stages depending on the activity.
- May move in and out of various stages and not always sequential.

## Slide #9



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Handout:

This slide show a screenshot of the graphic organizer tool developed from the Stripling Model of Inquiry. It is titled the "Inquiry Deconstruction Tool.". Pass it out to the participants. They will be using it throughout the rest of the presentation.

## Slide #10

### Activity: Image Analysis Step #1: Choose an image



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Today we will complete an activity using the Stripling Model of Inquiry with images from the Library of Congress.

- Each participant will choose one of the images. (Step #1)
- These need to be printed out in order for participants to examine them closely. The goal is for at least two participants to choose an image as collaboration will be a part of the activity later.

Each of the images on this slide can be found at the end of the presentation (Slides #16-#21) to be viewed by the whole group during share out.

### Slide #11

#### Step #2:

- Individually, take a look at the image you've been given.
- Fill in the "Connect" and "Wonder" rows on the Inquiry Deconstruction Tool by observing the details of the image and developing a hypothesis for the image.

<b>Connect:</b> Make personal observations and/or connections with the image (detail observations).	
<b>Wonder:</b> Develop questions. Make predictions or form hypotheses.	

Step #2 – Follow slide directions.

### Slide #12

#### Step #3:

- Using the new information you've been given:
- Fill in the "Investigate" row. Use this additional information to re-evaluate prior observations and hypotheses about the image.
- Fill in the "Construct" row by drawing new conclusions and revising your initial observations and hypotheses.

<b>Investigate:</b> Use new information to answer previous questions or evaluate previous hypotheses. Re-evaluate prior ideas in light of new information.	
<b>Construct:</b> Construct new understandings. Draw conclusions about image in light of new information.	

Step #3 – Follow slide directions.

Handout:

Participants need to be provided the additional bibliographic information in order to complete this section.

### Slide #13

#### Step #4:

- Find a partner with the same image and discuss to fill in the "Express" row with new conclusions or ideas from your discussion.

<b>Express:</b> Share learning with others. Apply understandings to a new context.	
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Step #4 – Follow slide directions.

### Slide #14

#### Step #5:

- Consider what new questions you may have about the primary source and how this process for inquiry relates back to primary source analysis.
- Record these ideas in the "Reflect" row.

<b>Reflect:</b> Reflect on your learning process and on new understandings. Ask new questions.	
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- Groups share their reflections following discussion.

As each group shares their reflections the presenter can show the image on the screen for the entire group to see. (Found on slide #16-#21)

### Slide #15

#### Inquiry Reflection

- What is the teacher's role in this inquiry process?
- In what ways do you see inquiry with primary sources being utilized in the school/classroom?
- What challenges do you see as you make this shift in instructional practice?

This slide has a number of questions that can be shared at the end of the workshop. Feel free to adjust or add additional questions.

#### Note about how inquiry is one of the major shifts of Social Science implementation:

Like the Illinois standards for math and ELA, there are several key instructional shifts that are at the heart of the new Illinois Learning Standards for Social Science. Since the Illinois social science standards were closely based upon the C3 Framework the five instructional shifts found in C3 are applicable to the standards. Those shifts are: craft questions that spark and sustain an inquiry; cultivate and nurture collaborative and civic spaces; integrate content and skills purposefully; promote social science literacy practices and outcomes (both social science literacy and literacy in the traditional sense); and provide tangible opportunities for taking informed action. For more information on the key instructional shifts please see supporting resources created by the ISBE content specialists that can be found on [ilclassroomsinaction.org](http://ilclassroomsinaction.org). Click on Social Science

**Slides #16– #21 contain the full-size images used in the inquiry activity describe on Slide 9.**