Engaging 6-12 Students in Social Science Inquiry

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**This presentation includes multiple links. To access a copy of the presentation please visit:**
Objectives

- Standards Refresher
- Inquiry in the Social Sciences
- Classroom Inquiry Examples
- Available Resources
Remember...

- Standards are not forcing you to change the content
- Rather, they are asking you to change the way you think about students’ roles in social science classes
  - want students to take more active role in learning process
  - asking questions, learning how to discover the answers, communicating their learning, and applying what they’ve learned by being active in their school, community, and beyond
- Intensified focus on understanding the why things happened and the impact of those events
  - Less focus on memorization of dates/names
  - Focus on key skills and concepts

- Inquiry goes hand in hand with content - they work together to shape future citizens who can think about and solve issues.
These are the skills students should use...

The components of the inquiry skills, when used together, form an inquiry arc that should guide learning in the classroom.
## Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Inquiry Skills are grade banded K-2 and 3-5</td>
<td>▪ banded by levels of complexity rather than grade levels</td>
<td>▪ organized around typical course structures: history, civics, geography, economics (psychology, sociology, and anthropology)</td>
</tr>
<tr>
<td>▪ based on themes and aligned to the disciplinary concepts.</td>
<td>▪ most classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and address the range of difficulty of the standards</td>
<td>▪ cross-curricular integration encouraged</td>
</tr>
<tr>
<td>▪ The themes are:</td>
<td>▪ Ideally, by the end of eighth grade, students should have practiced and experienced the less, moderate, and more complex standards in preparation for high school</td>
<td>▪ provide overarching themes of what students should know and be able to do at the conclusion of the required high school social science courses</td>
</tr>
<tr>
<td>▪ Kindergarten: My Social World</td>
<td></td>
<td>▪ standards provide a baseline, not a ceiling, for what all students should know and be able to do</td>
</tr>
<tr>
<td>▪ First Grade: Living, Learning, and Working Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Second Grade: Families, Neighborhoods, and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Third Grade: Communities Near and Far</td>
<td></td>
<td></td>
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<tr>
<td>▪ Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
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<tr>
<td>▪ Fifth Grade: Our Nation, Our World</td>
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</tbody>
</table>
Inquiry in the Social Sciences
What is Inquiry?

- Inquiry-based learning is a complex process where students attempt to convert information into useful knowledge.
  - They do this by...
    - asking questions
    - finding resources to gather information to answer questions
    - interpreting the information
    - reporting the findings
    - reflecting upon their thinking
Why Inquiry?

- **Benefits for Students**
  - More engaging for kids
  - Makes learning more meaningful and impactful for students
    - Will help kids internalize what’s being taught rather than memorizing content

- **Benefits for Teachers**
  - Helps develop cohesive units with multiple skills and/or concepts integrated
    - Focus on the big ideas rather than details
    - Engaging students positively impacts classroom management issues

- **In the standards**
  - **Social Science** - Inquiry Skills Standards
  - **Science** - Science and Engineering Practices
  - **ELA** - Weave together ELA strands of standards
  - **Math** - Math Practice Standards (1, 3)
**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

- 5 stages to guide students through the inquiry process in the classroom
  - Engage and Ask
  - Think Critically
  - Draw Conclusions
  - Communicate Findings
  - Reflect

- All stages are emphasizing things **STUDENTS** should be doing in the classroom!
Alignment to Standards

**Developing Questions and Planning Inquiries**
- **Constructing Essential Questions**: SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.
- **Constructing Supporting Questions**: SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.
- **Determining Helpful Sources**: SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research.

**Evaluating Sources and Using Evidence**
- **Less Complex (LC)**: SS.IS.4.6-8.B: Determine the value of sources by evaluating their relevance and intended use.
- **Moderately Complex (MC)**: SS.IS.4.6-8.C: Determine the credibility of sources based upon their origin, authority and context.
- **More Complex (MC)**: SS.IS.4.6-8.D: Gather relevant information from credible sources and determine whether they support each other.

**Gathering and Evaluating Sources**
- SS.IS.5.6-8.B: Collect data from different sources to support claims, noting its limitations.

**Developing Claims and Using Evidence**
- SS.IS.5.6-8.C: Appropriately cite all sources utilized.

**Communicating Conclusions and Taking Informed Action**
- **Less Complex (LC)**: SS.IS.6.6-8.B: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
- **Moderately Complex (MC)**: SS.IS.6.6-8.C: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.
- **More Complex (MC)**: SS.IS.6.6-8.D: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.

**Critiquing Conclusions**
- SS.IS.7.6-8.B: Critique the structure and credibility of arguments and explanations (self and others).

**Taking Informed Action**
- SS.IS.8.6-8.B: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
- SS.IS.8.6-8.C: Assess individual and collective capacities to take action to address problems and identify potential outcomes.
- SS.IS.8.6-8.D: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.
Engage and Ask

- What topic are we studying?
  - Should adhere to state mandates and lend itself to addressing multiple standards.

What are the big questions I want my students to be able to answer at the end of the unit?
  - What are the main take-aways I need my kids to understand to address these standards?

- How will I engage or interest my students in this topic?
  - What will grab students’ attention and interest AND enable students to ask questions?
  - EXAMPLES: video, picture, artwork, guest speaker, book, poem, question, article, quote

- 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
Engage and Ask: Strategies

- Question brainstorm
- KWL (and variations)
- Question Formulation Technique ([http://rightquestion.org/](http://rightquestion.org/))
  - QFT Small Group Worksheet

**Consider providing students with an image, quote, video/audio clip, or text excerpt to prompt their questioning.**
Think Critically

- 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?
- Using progressive graphic organizers, journaling, writing or drawing to organize initial thoughts
- Using collaboration or discussion techniques to further refine thinking
**Think Critically: Strategies**

**Some strategies used to help students think critically can actually propel them through the rest of the inquiry process.**

- **Textbook Activity Guide (TAG)** - (adapted from Janet Allen author of *Yellow Brick Roads to Reading*)
  - about TAG

- **Kelly Gallagher Strategies**
  - Read, Rate, Reread
  - Article of the Week

- **Collaboration and Discussion Techniques**
  - Think Pair Share (and variations)
  - Structured Academic Controversy
  - Back Pocket Questions - general and math
  - Sentence Stems
  - Sketch to Stretch
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
Draw Conclusions: Strategies

- Collaboration and Discussion Techniques
  - Sentence Stems
  - Numbered heads/Talking Chips
  - Think Pair Share (and variations)
  - Structured Academic Controversy
  - Back Pocket Questions - general and math

- Written Strategies
  - Written Response
    - Journaling, Graphic Organizer, Short Responses
  - Textbook Activity Guide - (adapted from Janet Allen author of Yellow Brick Roads to Reading)
    - about TAG
  - Article of the Week - from Kelly Gallagher
    - Kelly Gallagher’s AOW

**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.**
Draw Conclusions: Text Activity Guide

Text Activity Guide Tips:

- Determine what is most important
- Scaffold instruction

- Increase the amount students read in a single task, start with short passages and gradually increase

- Increase the complexity/difficulty
  - From beginning of the guide to the end of the guide
  - Beginning of the year to the end of the year

- Some skills might be practiced with a partner near the beginning of the year but expected independently later in the year. (Summarizing, synthesizing, analyzing, etc..)
teacher, author, speaker, coach—dedicated to helping students become better readers and writers

Vale MS in Vale, OR sample AOW
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
Communicate Findings: Strategies

- Writing
- Product/project
  - Poster
  - Flyer
  - Brochure
  - Cartoon/Comic Strip
  - Tic-Tac-Toe/Choice Board
- Presentation/Speech
  - PPT
  - Commercial
  - Rap
  - Play
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
Reflect: Strategies

- Collaboration and Discussion Techniques
  - Think Pair Share (and variations)
  - 3-2-1 (and variations)
  - Sentence Stems
  - MRI - summarize the Main idea; Reflect on the meaning; what are the Implications for my life?

- Independent Reflections
  - Exit Note
    - Response Questions: How might you look at _____ differently now? How might you respond differently now?
    - Suggestion for improving the inquiry process in the future
  - 3-2-1 (and variations)
  - Sketch
During this unit, students will discover how the founding documents provide a platform for our nation to constantly evolve to become “more perfect”.

How do we obtain a more perfect union?

- What is a more perfect union and where did the idea come from?
- Why was the Articles of Confederation considered a weak form of government?
- How were the needs and desires of the people (then and now) addressed in the Constitution?
<table>
<thead>
<tr>
<th>A more perfect union - 1st</th>
<th>A more perfect union - 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>general union questions</strong></td>
<td><strong>general union questions</strong></td>
</tr>
<tr>
<td>What is a union?</td>
<td>What is a union?</td>
</tr>
<tr>
<td>Who and when formed our original union?</td>
<td>What union are we part of? What type?</td>
</tr>
<tr>
<td>Why did we form a union?</td>
<td>Who is in charge of our union?</td>
</tr>
<tr>
<td><strong>A more perfect union questions</strong></td>
<td><strong>A more perfect union questions</strong></td>
</tr>
<tr>
<td>What does a more perfect union mean?</td>
<td>Where does this phrase come from?</td>
</tr>
<tr>
<td>How do we get a more perfect union?</td>
<td>Who said it?</td>
</tr>
<tr>
<td>Who can help make AMPU?</td>
<td>What does a more perfect union mean?</td>
</tr>
<tr>
<td>Where did phrase come from?</td>
<td>Who decides if it's a more perfect union?</td>
</tr>
<tr>
<td>Why are there different interpretations of AMPU?</td>
<td>Were there conflicts in our union to make it imperfect?</td>
</tr>
<tr>
<td><strong>Changes in our union</strong></td>
<td><strong>Changes in the union</strong></td>
</tr>
<tr>
<td>How is our union different now than it was before?</td>
<td>Who influenced changes in the union?</td>
</tr>
<tr>
<td>What conflicts have caused us to change our union?</td>
<td>How has our union changed throughout history?</td>
</tr>
<tr>
<td>What has changing our union caused?</td>
<td>How will these changes impact our union?</td>
</tr>
</tbody>
</table>
Preamble

Everyone in America working together to keep making our country better seek fairness. Give people the rights they deserve and give justice to all. And ensure peace for everyone. Plus give people protection everyday. And make sure people have health, safety, morality, and peace. Protect the good things (privileges) of freedom for the people of the world.

VERSION OF THE PREAMBLE

Everyone in America working together to make our country always better. Publish the law and order system of justice. Make sure of peace and harmony. Provide defense for many people in our country. Give welfare to the common people. To keep safe our dreams of freedom for us and future generations. We invest and publish this system of advances and fundamentals, for our country the U.S.A.
During this unit, students will discover why the United States fought for independence and how the Founding Documents addressed the issues brought about by the Revolutionary War. Students will also explore the impact the Revolutionary War had on World history.

- What is the difference between a revolution and a rebellion and what would cause someone to revolt/rebel?
- How were the causes of the Revolutionary War addressed in our Founding Documents?
- Why was the American Revolution an important event in world history?
During this unit, students will discover the different types of expansion and how expansion often creates or leads to conflict.

How does Expansion Lead to Conflict?

- What is expansion and its consequences?
- How did technology impact economic expansion?
- How was expansion justified?
What causes the territories to change?
How did they decide who owns the land?
What factors helped the country (colonies) to expand?
Why did the Indian territory shrink?
Did we have a war with Spain?
How many different regions took part in claiming territory?
How did the Indians (Native Americans) react to the expansion?
What does this have to do with a more perfect union?
What is a territory?
The American Civil War

How did the events of the Civil War and Reconstruction have a lasting impact on current events?

Why did sectional differences create tensions that led to war?

What social, political, and economic issues tended to divide Americans in the period prior to the Civil War?

How did western expansion cause the North and South to confront the issue of slavery?

How do nations recover from war?
Available Resources
Newly-Released Illinois-Specific Resources

- Illinois Social Science in Action website
  - [http://www.ilsocialscienceinaction.org/](http://www.ilsocialscienceinaction.org/) (is also linked from IL Classrooms in Action)

- Resources:
  - Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  - Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)
Newly-Released Illinois-Specific Resources

- Inquiry Graphics K-12
  - Intention is to support teachers with the goal of engaging students in the inquiry process
  - Statements include suggested steps for each stage of the inquiry process
  - Select grade level from: [http://www.ilsocialscienceinaction.org/illinois-resources.html](http://www.ilsocialscienceinaction.org/illinois-resources.html)
Newly-Released Illinois-Specific Resources

- Analyzing Source Packets
  - K-2, 3-5, and 6-12
  - By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.
  - The purpose of this document is to provide teachers tools to assist students as they examine and analyze sources.
Newly-Released Illinois-Specific Resources

- Social Science Needs Assessment
  - Provides a way to help gauge the level of knowledge staff members have regarding the Illinois Learning Standards for Social Science
  - Space to rate progress and provide reflections/evidence/comments
  - Aligns to the Implementation Guide
  - Includes resources to support implementation at the end of document

### Needs Assessment for the Illinois Learning Standards for Social Science

The following Needs Assessment can provide schools/districts/classrooms with a pulse check on the level of implementation of the Illinois Learning Standards for Social Science. Use this document to track progress (i.e. moving from “not yet” to “yes”) as well as record evidence, reflections and comments about progress on the indicators throughout the implementation process.

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Progress</th>
<th>Reflections/Evidence/Comments on Implementation Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statements from Social Science Implementation Guide as well as Social Science Quality Review Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>I have read and understand the Illinois Learning Standards for Social Science at my grade level(s).</td>
<td>Not yet</td>
<td></td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>I understand the format and structure of the Social Science Standards including the relationship that should exist between the Inquiry Skills and Disciplinary Concepts.</td>
<td>Just starting</td>
<td>Monthly</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>I understand the Social Science Standards and their progression from each grade that increase in rigor.</td>
<td>Mostly</td>
<td>Yes</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>I know the history of, and rationale for, the development of the Illinois Learning Standards for Social Science found in the narrative of the K-12 Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td>I understand the four core disciplines found in the Illinois Learning Standards for Social Science.</td>
<td></td>
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</tr>
<tr>
<td>Alignment</td>
<td>I understand that the Illinois Learning Standards for Social Science are for all students and organize course sequence and content with the diversity of student groups in mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td>I have reviewed the alignment of all instructional materials to the appropriate grade-level of the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td>I have utilized the Standards to check for coherence between my own grade/course and the grades/courses before and after to ensure the content builds towards increasing sophistication of student thinking as presented in the Illinois Learning Standards for Social Science.</td>
<td></td>
<td></td>
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</tbody>
</table>
Katie Elvidge

- kelvidge@isbe.net
- www.ilsocialscienceinaction.org
  - Illinois Resources - all resources created by Content Specialists specifically aligned to the Illinois Social Science Standards
  - Resource Website - external websites that may be helpful to support standards implementation in the classroom (many may be aligned to C3 Framework)

www.ilclassroomsinaction.org
- Resources to support all content areas

Please provide some brief feedback: http://bit.ly/ROE3Pana6-12