Engaging K-5 Students in Social Science Inquiry

Katie Elvidge-Social Science Content Specialist

**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
Social Science Standards Refresher
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
- There is an 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... to understand these concepts...

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

Illinois Learning Standards for Social Science-5th grade

**Inquiry Skills**

<table>
<thead>
<tr>
<th>Developing Questions and Planning Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constructing Essential Questions</strong></td>
</tr>
<tr>
<td>SS.I.2.3.5: Develop essential questions and explain the importance of the questions to self and others.</td>
</tr>
<tr>
<td><strong>Constructing Supporting Questions</strong></td>
</tr>
<tr>
<td>SS.I.2.3.5: Create supporting questions to help answer essential questions in an inquiry.</td>
</tr>
<tr>
<td><strong>Determining Helpful Sources</strong></td>
</tr>
<tr>
<td>SS.I.2.3.5: Determine sources representing multiple points of view that will assist in answering essential questions.</td>
</tr>
<tr>
<td><strong>Evaluating Sources and Using Evidence</strong></td>
</tr>
<tr>
<td>SS.I.3.3.5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</td>
</tr>
<tr>
<td><strong>Gathering and Evaluating Sources</strong></td>
</tr>
<tr>
<td>SS.I.3.3.5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</td>
</tr>
<tr>
<td><strong>Validating Claims and Using Evidence</strong></td>
</tr>
<tr>
<td>SS.I.3.3.5: Develop claims using evidence from multiple sources to answer essential questions.</td>
</tr>
<tr>
<td><strong>Communicating and Taking Informed Action</strong></td>
</tr>
<tr>
<td>SS.I.3.3.5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</td>
</tr>
<tr>
<td>SS.I.3.3.5: Identify a range of local problems and some ways in which people are trying to address these problems.</td>
</tr>
<tr>
<td><strong>Taking Informed Action</strong></td>
</tr>
<tr>
<td>SS.I.3.3.5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.</td>
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</tbody>
</table>

**Civic Standards**

<table>
<thead>
<tr>
<th>Civic and Political Institutions</th>
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</thead>
<tbody>
<tr>
<td>SS.C.V.1.5: Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</td>
</tr>
<tr>
<td>SS.C.V.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.</td>
</tr>
<tr>
<td>SS.C.V.3.5: Compare the origins, functions, and structure of different systems of government.</td>
</tr>
<tr>
<td><strong>Political Processes and Values</strong></td>
</tr>
<tr>
<td>SS.C.V.4.5: Explain how policies are developed to address public problems.</td>
</tr>
</tbody>
</table>

**Geography Standards**

<table>
<thead>
<tr>
<th>Human-Environment Interaction: Place, Regions, and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.G.1.3.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.</td>
</tr>
<tr>
<td><strong>Human Populations Spatial Patterns and Movements</strong></td>
</tr>
<tr>
<td>SS.G.2.3.5: Describe how humans have utilized natural resources in the United States.</td>
</tr>
<tr>
<td>SS.G.3.3.5: Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.</td>
</tr>
<tr>
<td><strong>Global Interconnections: Changing Spatial Patterns</strong></td>
</tr>
<tr>
<td>SS.G.4.3.5: Compare the environmental characteristics of the United States to other world regions.</td>
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</tbody>
</table>

**Economics and Financial Literacy Standards**

<table>
<thead>
<tr>
<th>Exchange and Markets</th>
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</thead>
<tbody>
<tr>
<td>SS.EC.3.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.</td>
</tr>
<tr>
<td>National and Global Economy</td>
</tr>
<tr>
<td>SS.EC.3.5: Discuss how positive incentives (e.g., sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world.</td>
</tr>
<tr>
<td><strong>Financial Literacy</strong></td>
</tr>
<tr>
<td>SS.FL.4.3.5: Explain that interest is the price the borrower pays for using someone else’s money.</td>
</tr>
</tbody>
</table>

**Historical Standards**

<table>
<thead>
<tr>
<th>Change, Continuity, and Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.H.C.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</td>
</tr>
<tr>
<td><strong>Historical Sources and Evidence</strong></td>
</tr>
<tr>
<td>SS.H.S.2.5: Use information about a historical source (including the author, date, place of origin, intended audience, and purpose) to judge the extent to which the source is useful for studying a particular topic.</td>
</tr>
<tr>
<td><strong>Creation and Argumentation</strong></td>
</tr>
</tbody>
</table>
| SS.H.S.3.5: Explain probable causes and effects of events and developments in U.S. history.
### Standards Format

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>- Inquiry Skills are grade banded K-2 and 4-5</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>- 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>- cross-curricular integration encouraged</td>
</tr>
<tr>
<td>- The themes are:</td>
<td></td>
<td></td>
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<tr>
<td>- Kindergarten: My Social World</td>
<td></td>
<td></td>
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<tr>
<td>- First Grade: Living, Learning, and Working Together</td>
<td></td>
<td></td>
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<tr>
<td>- Second Grade: Families, Neighborhoods, and Communities</td>
<td></td>
<td></td>
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<tr>
<td>- Third Grade: Communities Near and Far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fourth Grade: Our State, Our Nation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fifth Grade: Our Nation, Our World</td>
<td></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

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### Charlotte Danielson’s FRAMEWORK FOR TEACHING

#### DOMAIN 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy
   - Content knowledge
   - Prerequisite relationships
   - Content pedagogy

1b. Demonstrating Knowledge of Students
   - Child development
   - Learning process
   - Special needs
   - Student skills, knowledge, and proficiency
   - Interests and cultural heritage

1c. Setting Instructional Outcomes
   - Value, sequence, and alignment
   - Clarity
   - Balance
   - Suitability for diverse learners

1d. Demonstrating Knowledge of Resources
   - For classroom
   - To extend content knowledge
   - For students

1e. Designing Coherent Instruction
   - Learning activities
   - Instructional materials and resources
   - Instructional groups
   - Lesson and unit structure

1f. Designing Student Assessments
   - Congruence with outcomes
   - Criteria and standards
   - Formative assessments
   - Use for planning

#### DOMAIN 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport
   - Teacher interaction with students
   - Student interaction with students

2b. Establishing a Culture for Learning
   - Importance of content
   - Expectations for learning and achievement
   - Student pride in work

2c. Managing Classroom Procedures
   - Instructional groups
   - Transitions
   - Materials and supplies
   - Non-instructional duties
   - Supervision of volunteers and paraprofessionals

2d. Managing Student Behavior
   - Expectations
   - Monitoring behavior
   - Response to misbehavior

2e. Organizing Physical Space
   - Safety and accessibility
   - Arrangement of furniture and resources

#### DOMAIN 3: Instruction

3a. Communicating With Students
   - Expectations for learning
   - Directions and procedures
   - Explanations of content
   - Use of oral and written language

3b. Using Questioning and Discussion Techniques
   - Quality of questions
   - Discussion techniques
   - Rate of participation

3c. Engaging Students in Learning
   - Activities and assignments
   - Student groups
   - Instructional materials and resources
   - Structure and pacing

3d. Using Assessment in Instruction
   - Assessment criteria
   - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring

3e. Demonstrating Flexibility and Responsiveness
   - Lesson adjustment
   - Response to students
   - Persistence

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www.danielsongroup.org
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!
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/)
  - 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
**Some strategies used to help students think critically can actually propel them through the rest of the inquiry process.**

- **Read, Rate, Reread** - Kelly Gallagher

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

- **Collaboration and Discussion Techniques**
  - **Think Pair Share (and variations)**
  - Back Pocket Questions - [general](http://example.com) and [math](http://example.com)
  - [Sentence Stems](http://example.com)
  - [Sketch to Stretch](http://example.com)
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
**Collaboration and Discussion Techniques**
- Sentence Stems
- Sketch to Stretch
- Back Pocket Questions - general and math
- Numbered heads/Talking Chips
- Think Pair Share (and variations)

**Written Strategies**
- Written response
  - Journaling, Graphic Organizers, Short Responses
- Textbook Activity Guide - (adapted from Janet Allen author of *Yellow Brick Roads to Reading*)
  - about TAG

**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.**
Text Activity Guide Tips:

- Determine what is most important
- Use the Inquiry Process Guide
- 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..)
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/Drawing
- 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
Classroom Inquiry Examples
EXAMPLE: SHONDA RONEN’S 1ST GRADE CLASSROOM
WHAT QUESTIONS DO YOU HAVE ABOUT THIS PICTURE?
IF FIRST GRADERS CAN DO IT...

Questions They Developed:

Our Questions
- Is she nervous at school?
- Where are they going?
- Why does she have a book and ruler?
- Did someone throw a tomato? Who?
- Is there blood on the wall?
- What is in the note in his pocket?
- Are they police officers? U.S. Marshals?
- Why do they have medals?
- Why is she by herself?
- Why are the men surrounding her? To protect her?
- Is she in trouble? No!
- Why are they ignoring her?
- Does she live in a castle?

Plans for Research:

Where can we find answers?
- internet
- Facebook
- google
- amazon
- vudu
- Siri
- you tube
- net Flix
- phone
- teacher
- principal
- look for the girl, ask her
- ask people in-town, or family
- ask soldier
- God
- books
- Title
IF FIRST GRADERS CAN DO IT...

RESEARCHING & DEVELOPING MORE QUESTIONS:

TAKING ACTION:

- Writing Letters to Ruby Bridges
- Group presentations to the other 4 first grade classrooms explaining what they had learned from their inquiry.
IF FIRST GRADERS CAN DO IT...

Dear Ms. Bridges,

Jan 19, 2017

My name is Alex. I am in first grade. We have been learning about you. I think you were brave and nice. You helped our world. I get to go to school with everyone. Thank you for integrating our schools. Do anyone say sorry? Do you still talk with Mrs. Henry? Do you have white friends? 

Yours Truly.

Dear Ms. Bridges,

Jan 19, 2017

My name is Kiera. I am in 1st grade. We have been learning about you. I think you helped things change in the world. You are brave and peacefully helped black people. I get to go to school and be friends with Kent. Thank you for black and white people being friends and changing the laws. Do you still talk to Mrs. Henry?

Yours Truly.
WHAT DID THEY LEARN?

- Students actively participated in each step of the inquiry arc.
- This unit also fulfilled a state mandate: African American History

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Black History.

- The inquiry skills were used to teach the history standard:

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.
THAT’S NOT ALL...

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ("segregate"/"integrate")
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.7 Participate in shared research and writing projects.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

What’s Next? Let Them Decide!
4th Grade Classes in Beckemeyer Elementary
“The students were intrigued by the fact that a bill starts as simply an idea. This inquiry was structured to be very open-ended as students could choose to investigate how a bill becomes a law and then try to come up with an idea to drive change at the school, local or state level. This flexibility allowed students to distinguish the roles of the different officials. They quickly learned that some of their proposals didn't need to go to the Senator or Mayor but were more related to our own district and could be heard by the principal and superintendent/school board. Other proposals needed to be brought to the Mayor, Representative or Senator.”
Illinois State Board of Education

Mayor

Sullivan

Senator

Manar

Bill to

Law

Representative

Bourne

Other
What's it like to be in office?

Why are people still littering? Even though it is a law?

Will there be a law where texting is legal?

How many people does it like to turn a bill into a law?

How did Congress start?

How many steps does the bill need to go through to become a law? How many laws are there? (to Susi)

Why are there so many steps? The bill needs to go through to become a law. How many laws are there? (to Susi)

Why are there so many steps? The bill needs to go through to become a law. Wouldn't it be easier if it just went to the president, Susan?
Information about Unit:

Mrs. Jones' Class.

Students will have been learning the following new Illinois Social Science Standards throughout an inquiry-based unit on civics:

- Distinguish the responsibilities and powers of government officials at the local, state, and national levels.
- Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- Identify core civic values (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principle (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.
- Explain how rules and laws change society and how people change rules and laws in Illinois.

We have already been visited by Representative Phevey Bourne and Mayor Sullivan. We are learning so much from these primary sources.

Senator Andy Manar will be here on Tuesday, April 11th to speak with the students and answer their questions about state laws and how state government works.

We hope this will be a valuable learning experience for all of the students in learning the above civics standards. We want our students to learn the importance of civic engagement. We tell students to try to "dress their best" on this special day when they get to meet Senator Manar. Please talk with your child about questions he/she may want to ask the Senator. We have attached a sheet for your child to record their questions. Students have been researching certain questions throughout this month. They may want to ask Senator Manar specific questions related to their research topic.

As always, thank you for your continued support!
Dear Principal Fraley,

I have been noticing that in my class in the afternoon the kids keep stepping around in the seats. The teacher M.C.C.C. has been getting sort of mad about it. So I have been thinking about an extra 5 minute recess because I think it will be good for kids.

Sincerely,
Zoe Fullbright
Fourth Grade Student in Mrs. Jim's Class

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Dear Senator Manar,

I read how you used lemon as a recipe to develop your question. I know that if one person made laws it would be a mess people would just fight each complaint can you come again next to the class room going take it in fifth grade please.

Sincerely,

Gwendolyn
Fourth Grade Student at Beckemeyer School
Available Resources
Newly-Released Illinois-Specific Resources

- Illinois Social Science in Action website
  - 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

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Social Science Inquiry Process
Middle School: Grades 6-8

**ENGAGE and ASK**
How will I engage my students in the topic and prompt them to ask questions?
- Determine the enduring understandings about the topic being studied.
- Engage your students with the topic by transforming it with a hook connected to the enduring understandings.
- Allow students to generate questions based upon the topic and hook.
- Determine what questions will be essential to advancing the enduring understandings. [Student generated or teacher determined]
- With students, determine what other information is needed in order to fully answer the questions.

**THINK CRITICALLY**
How will students access and analyze information about this topic?
- Have students think about where they can find answers to the questions posed about the topic.
- Sort and organize multiple primary and secondary sources.
- Ensure that sources used expose students to different perspectives and viewpoints about the topic.
- Students should use sources to collect, analyze, and interpret data.
- Ensure students are analyzing sources for credibility, bias, and perspective in order to identify gaps in the research.

**COMMUNICATE FINDINGS**
How will students demonstrate what they have learned and take action on that learning?
- Determine how students will apply what they have learned and share their findings with others.
- Explore appropriate audiences for students to present conclusions.
- Determine if there is an opportunity for students to lead action and influence others to make more informed decisions.
- Have students develop strategies to persuade others, including policy makers when applicable.
- Prepare students to defend their analysis against alternative viewpoints.

**DRAW CONCLUSIONS**
How will students synthesize ideas to answer the questions posed based on sources used?
- Students should engage in their discussion to answer the questions posed while respecting diverse perspectives.
- Engage students in evaluating possible courses of action and their consequences.
- Students should make and justify an informed decision or choice and/or design an action plan supported by evidence from sources.
- Have students evaluate the consequences of a decision or choice.
- Allow students to make revisions based on feedback and further study.

**REFLECT**
How will students reflect on what they have learned and how their new knowledge will impact them in the future?
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.

EXAMINING AND ANALYZING SOURCES IN THE K-2 PRIMARY CLASSROOM

ANALYZING SOCIAL SCIENCE SOURCES IN THE 3RD-5TH GRADE CLASSROOM

By focusing on the documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide.

By focusing on documents, objects, photographs, and oral histories—students can gain a deeper understanding of history beyond what a textbook can provide. Analyzing sources gives students a more personal connection to the past.
Newly-Released Illinois-Specific Resources

- Children’s Literature Connections to the IL SS Standards
  - One for each grade level, K-5 at http://www.ilsocialscienceinaction.org/illinois-resources.html
  - This packet provides a list of potential children’s books that may assist teachers with connections to the Illinois Social Science Standards.
  - Included are the following:
    - Grade Level Social Science Standards
    - Books to assist with the Inquiry Standard of taking informed action.
    - Books to assist with the Civics Standards
    - Books to assist with the Geography Standards
    - Books to assist with the Economics Standards
    - Books to assist with the History Standards
  - Of course, just reading a book does not teach a standard. However, they can be used to reinforce the learning standard by:
    - Introducing a lesson, unit or concept
    - Supplementing a lesson or unit
    - Providing additional information for specific topics/standards

It is books that are the key to the wide world, if you can’t do anything else, read all that you can. — Jane Hamilton
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