

Planning for and Making Sense of Inquiry

Alaska Department of Education and Early Development

Presenter's Full Name, Title

Presenter's Full Name, Title

Date



Module Guide and Tips

Welcome to the Instructional Shifts in the Alaska Social Studies Standards Module! Follow these steps to ensure a smooth and effective learning experience:

1. **Download and open the module** – In case there are Wi-Fi or connectivity issues, save an offline copy of the module and notes.
2. **Download the Notes Document** – This document will guide you through activities throughout the module: [Module 3 Note Catcher](#)
3. **Engage with the Activities** – Whenever you see the yellow star symbol (shown on the right) refer to your notes document to complete the associated activity.



Outcomes

- Define inquiry and the inquiry arc.
- Understand the difference between compelling and supporting questions.
- Examine how inquiry is at the heart of disciplines within social studies.
- Begin to construct compelling and supporting questions and explain how they connect to the inquiry arc.
- Understand the difference between types of sources and how sources are used to answer compelling questions.



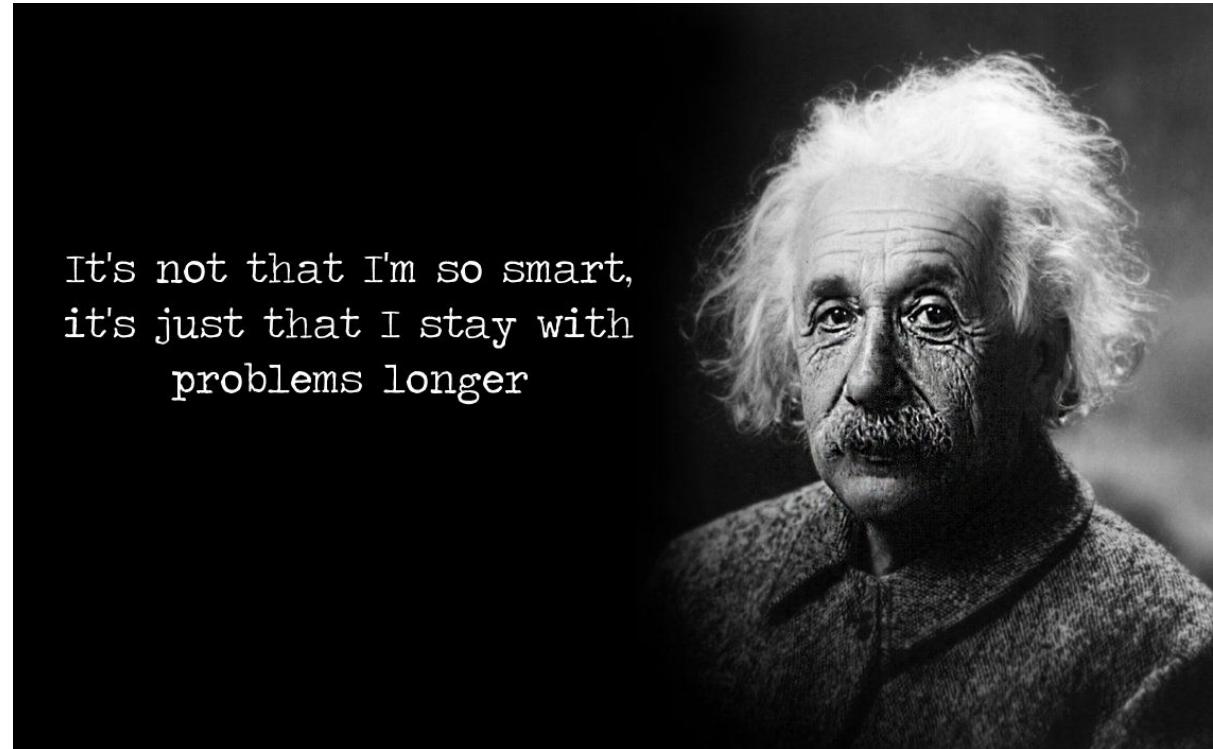
What is Inquiry?

Part 1

Why Inquiry?

- Social studies is about questions, not answers.
- A misconception about social studies is that it is all about knowing dates and facts.
 - Although these aspects are important, it is much more than that. Historians, geographers and other social scientists ask questions about the world around them and gather evidence to support or refute their questions.

It's not that I'm so smart,
it's just that I stay with
problems longer



Why Learn About Inquiry?

As you may recall from the module on “Understanding the Instructional Shifts in the AK Social studies Standards,” a major shift in the Alaska Social Studies Standards is the addition of inquiry throughout the standards.

3. Understand Social Studies through Inquiry

Students engage in productive struggle by investigating and asking questions grounded in social studies content and skills.

Key Message:

Inquiry is teacher- and/or student-led and focused on compelling social studies content questions.

Major Shift:

From learning about social studies to engaging in social studies.

What is Inquiry?



Inquiry based learning is a process where students are involved in their learning, create and use questions, investigate those questions and build new understandings, meanings, and knowledge (Adapted from Alberta Focus on Inquiry, 2004).

This infographic describes what inquiry is and what it is not. Examine [this infographic](#) and think about those distinctions.

- What is your biggest takeaway about inquiry after examining the infographic?
- What is one main thing you want to change about your own instruction after examining the infographic?

Principles of Inquiry



Examine the Inquiry Design Model [Principles of Inquiry](#).

In your note catcher, complete the following table based on what you read.

Inquiry is....	Inquiry is not...

Inquiry vs. Coverage Approach

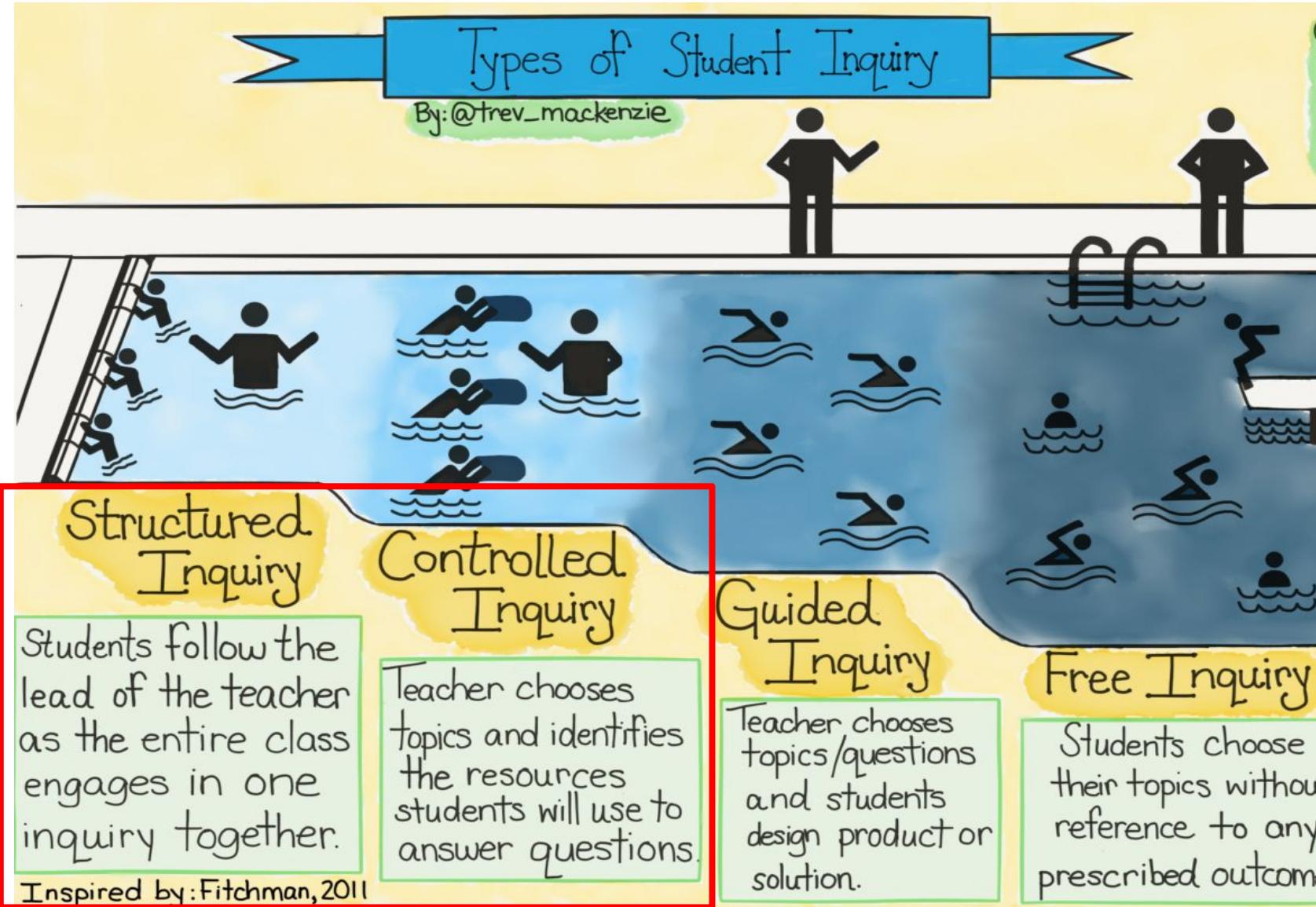
Inquiry Approach	Coverage Approach
Question/problem driven	Assignment driven
Interaction and talk	Quiet and listening
Student responsibility	Student compliance
Authentic investigations	Teacher presentations
Collaborative work	Solitary work
Multiple resources	Reliance on a singular textbook
Using tools/procedures of a discipline	Hearing the findings of a discipline
Performance tasks	Tests that focus on rote memorization

Types of Student Inquiry

Inquiry is not about allowing students to do whatever they want in the classroom. Trevor Mackenzie outlines four types of student inquiry:

- **Structured:** Students follow the lead of the teacher and they engage in one inquiry together.
- **Controlled:** The teacher chooses topics and identifies the resources students will use, but gives options as to the questions and resources students interact with.
- **Guided:** The teacher chooses topics and questions, but students design the product or solution.
- **Free:** In this stage, students choose their topics without reference to any prescribed outcome. The teacher supports students in constructing their own questions, researching a wide variety of sources, designing their learning evidence, etc.

Types of Student Inquiry Continued



In this module, we will mostly be talking about **structured** and **controlled** inquiry, but there are times in which **guided** and **free** inquiry are appropriate. In all cases, inquiry should be scaffolded.

Questions Are At the Heart of Instruction



Think About:

- Why are questions “at the heart of instruction”?
- How does the use of questions model disciplinary practices in social studies?
- What is the role of compelling versus supporting questions?

Classroom Example of Inquiry

If you know what is going on in this image, you could simply show it to students and tell them about it. However, depending on your educational goals, you could also ask students to “question” the image using a **See, Think, Wonder Strategy**.



First, ask students:

- What do you **see**? What details stand out? (At this stage, elicit observations, not interpretations.)

Next, ask students:

- What do you **think** is going on? What makes you say that?

Finally, ask students:

- What does this make you **wonder**? What broader questions does this image raise for you?

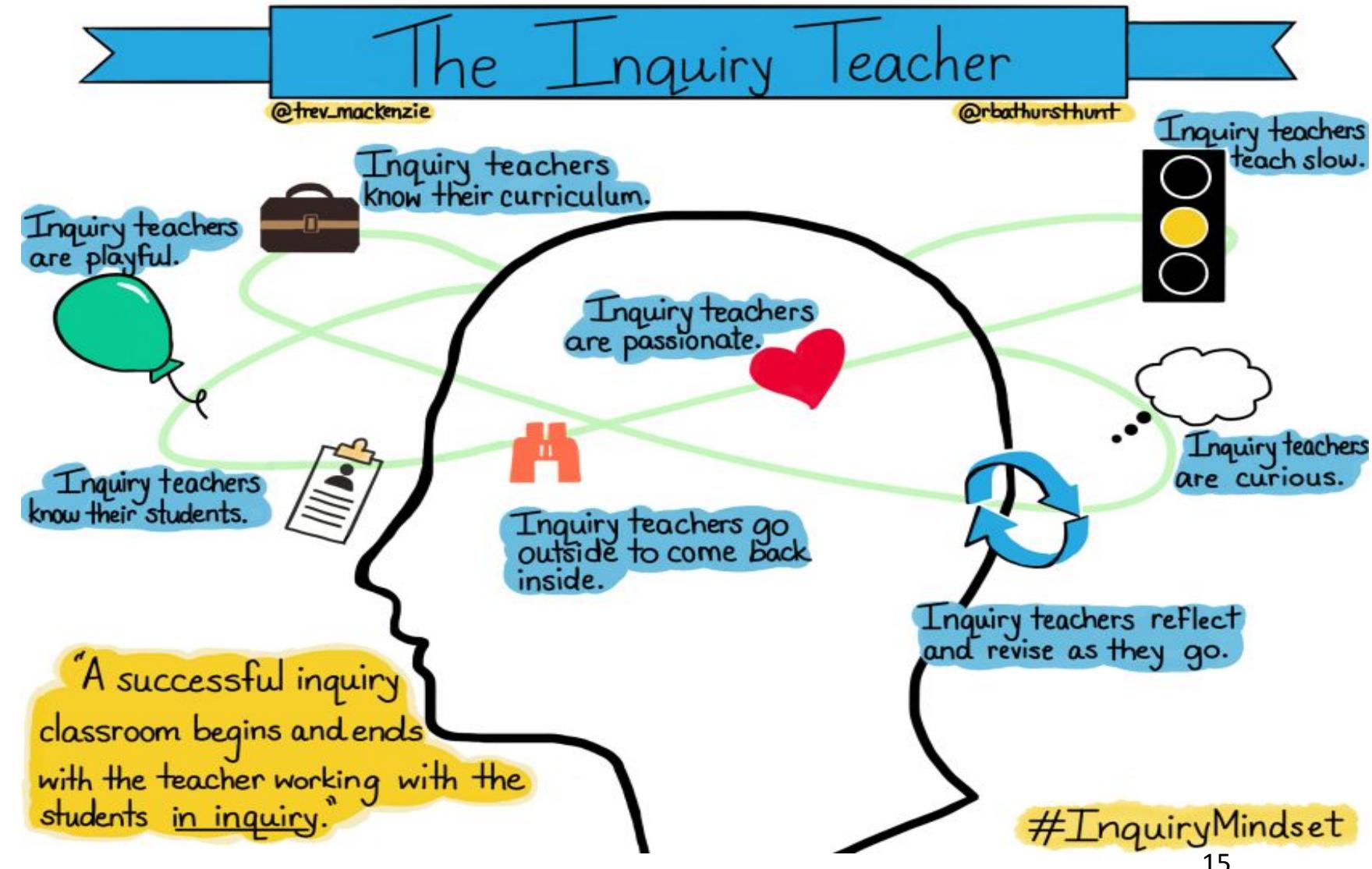
Planning for Inquiry

Part 2

The Inquiry Teacher

Inquiry only works when the teacher possesses the characteristics necessary to “harness the potential of increasing student agency” (Mackenzie, 2018).

Examine this image from Trevor Mackenzie about the specific characteristics necessary for an inquiry-based classroom.



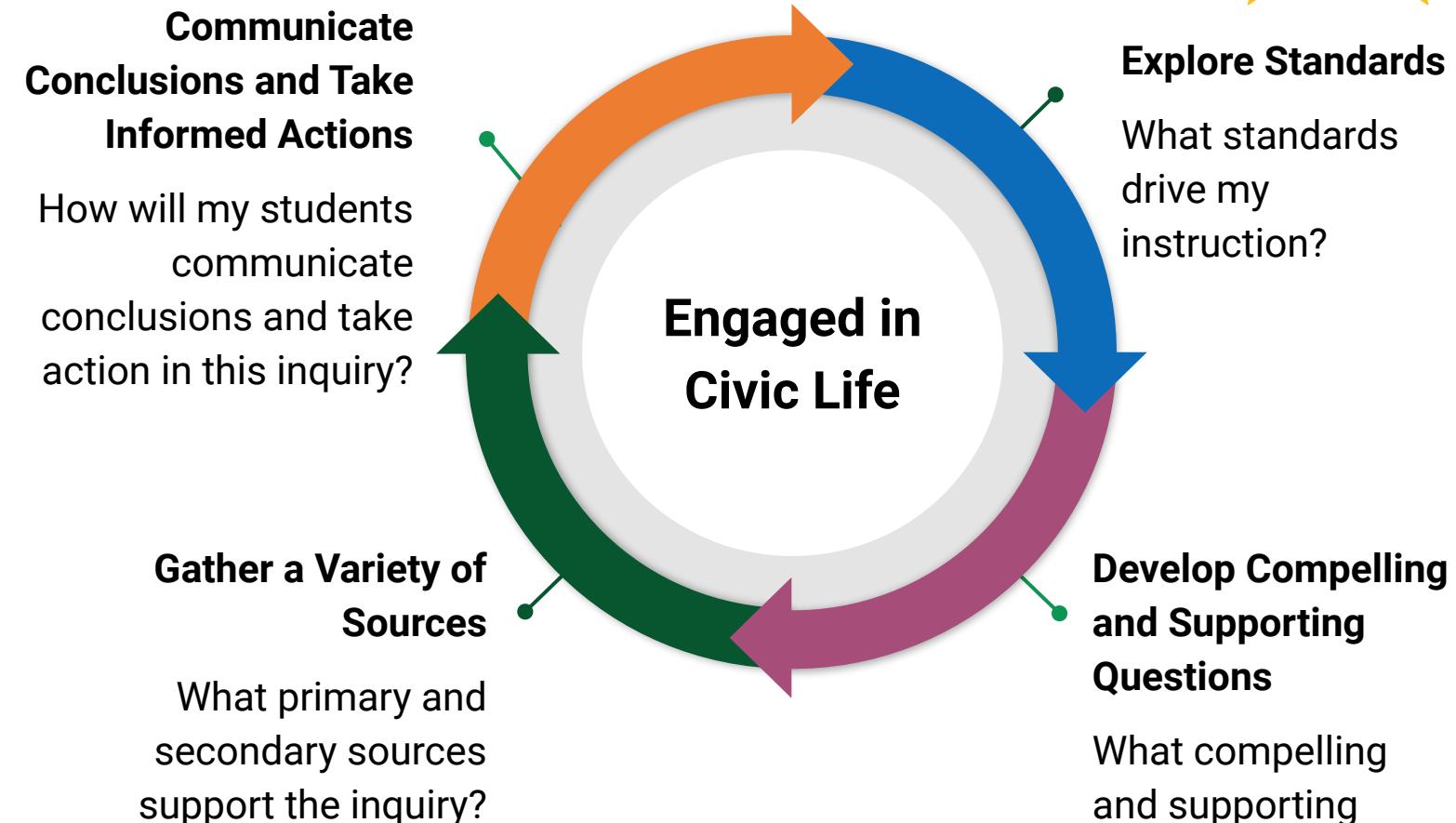
Planning for Inquiry



As you learned in the module, Instructional Shifts, the inquiry must be sustained across the unit/lesson. Teacher planning is necessary in order for students to learn at high levels in an inquiry-based classroom. So, what does it look like to plan for inquiry?

Examine the visual to see how planning for inquiry is cyclical.

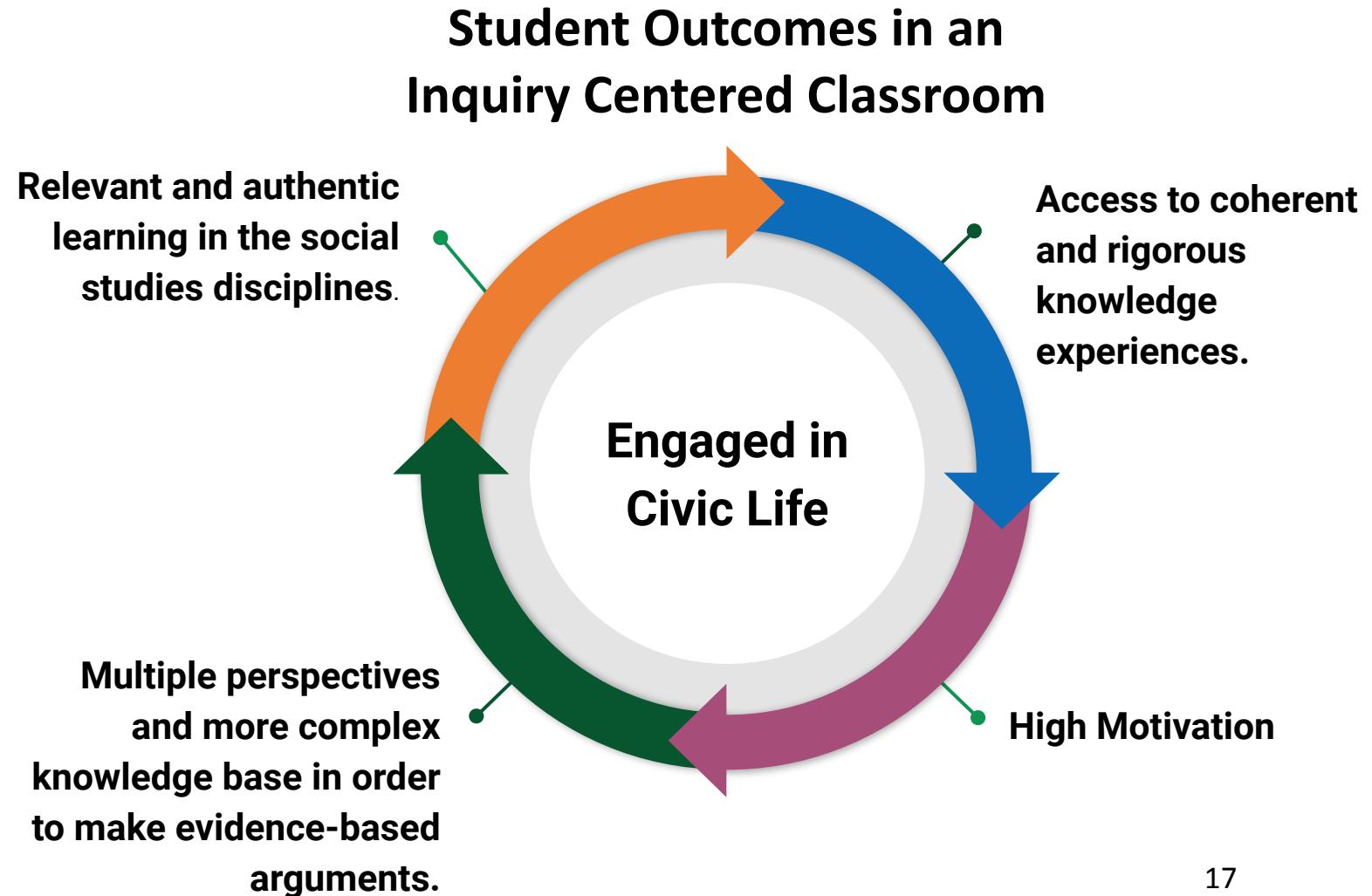
- What do you notice about what it looks like for teachers to 'plan for inquiry'?



Student Outcomes in an Inquiry-Centered Classroom



What do you notice about student outcomes in an inquiry-centered classroom?



Where does inquiry show up in the standards?

There is an inquiry strand within the K-12 anchor standards. This includes:

- **Anchor Standard 1:** Develop Questions and Plan Inquiries
- **Anchor Standard 2:** Evaluate Sources and Evidence
- **Anchor Standard 3:** Develop Claims
- **Anchor Standard 4:** Communicate and Critique Conclusions
- **Anchor Standard 5:** Informed Civic Discourse and Engagement

Read over these anchor standards and their definitions in the standards document.

Next, read over all of the anchor standards for your grade level and think about how you see opportunities for inquiry within these anchor standards.

Note: Grades K-5 and 9-12 have a separate table for the inquiry standards. Grades 6-8 intentionally incorporate the inquiry standards within the content themes where appropriate.

Example Inquiry Standards

“Inquiry is an exciting and energizing way to engage kids’ hearts and minds—AND to cover content and meets standards.”
- Harvey Daniels

Kindergarten through Grade 2 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none">SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.
Anchor Standard 2 Evaluate Sources and Evidence	<ul style="list-style-type: none">SS.K-2.2.1 Interact with a variety of primary and secondary sources.SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.SS.K-2.2.3 Determine whether a source is primarily fact or opinion.
Anchor Standard 3 Develop Claims	<ul style="list-style-type: none">SS.K-2.3.1 With support, identify sources that address a specific topic.SS.K-2.3.2 With support, classify statements as facts or opinions.SS.K-2.3.3 With support, identify sources that can be used to support specific opinions.
Anchor Standard 4 Communicate and Critique Conclusions	<ul style="list-style-type: none">SS.K-2.4.1 Respectfully ask and answer questions.SS.K-2.4.2 Differentiate their own opinion from others.SS.K-2.4.3 Ask clarifying questions to better understand others’ opinions and perspectives.SS.K-2.4.4 Present explanations using a variety of print, oral, and digital technologies.
Anchor Standard 5 Informed Civic Discourse and Engagement	<ul style="list-style-type: none">SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.

Example Inquiry Standards

Theme 3: Establishment of European Colonies

Time Period: 1490–1750

Topic	Anchor Standard <i>The student demonstrates an understanding of...</i>	Content Standard <i>Therefore, the student is able to...</i>
Analyzing Primary Sources	Inquiry Anchor Standard 2 Evaluate Sources and Evidence	<ul style="list-style-type: none">SS.8.3.2.1 Identify and analyze primary sources to understand the unique perspectives of different groups in Colonial America.
	History Anchor Standard 21 Perspectives	<ul style="list-style-type: none">SS.8.3.21.1 Compare and contrast primary sources to identify similarities and differences in the experiences of different groups in Colonial America.
Understanding Historical Context	History Anchor Standard 21 Perspectives	<ul style="list-style-type: none">SS.8.3.21.2 Examine the reasons for European colonization in different regions of Colonial America.
	Geography Anchor Standard 16 Human Environment Interaction: Place, Regions, and Culture	<ul style="list-style-type: none">SS.8.3.16.1 Analyze the impact of geographical and environmental factors on the development of colonial economies, settlements, and trade networks.
	History Anchor Standard 23 Change, Continuity, and Context	<ul style="list-style-type: none">SS.8.3.23.1 Investigate the interactions and conflicts between people in Colonial America.
Cause and Effect	Civics Anchor Standard 6 Civic and Political Institutions and Systems	<ul style="list-style-type: none">SS.8.3.6.1 Identify the factors that led to the growth of representative government in colonial societies.
	Economic Anchor Standard 11 Economic Systems, Models, and Markets	<ul style="list-style-type: none">SS.8.3.11.1 Examine the economic systems of different colonial regions.
	Geography Anchor Standard 19 Human Populations: Spatial Patterns and Movements	<ul style="list-style-type: none">SS.8.3.19.1 Evaluate the consequences of the Atlantic slave trade.

Grade 9 through 12 Inquiry Standards

Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none">SS.9-12.1.1 Construct compelling questions representing key ideas of the disciplines.SS.9-12.1.2 Construct supporting questions that address key ideas identified in compelling questions.SS.9-12.1.3 Explain points of agreement and disagreement that experts have about the interpretation and application of ideas associated with a compelling question.SS.9-12.1.4 Critique compelling questions that reflect an enduring issue in the field.
Anchor Standard 2 Evaluate Sources and Evidence	<ul style="list-style-type: none">SS.9-12.2.1 Gather relevant information from multiple sources and types of sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.SS.9-12.2.2 Evaluate the credibility of a source by examining how experts value the source.SS.9-12.2.3 Evaluate the credibility of an expert.SS.9-12.2.4 Recognize how expertise is developed from multiple ways of knowing.SS.9-12.2.5 Recognize author or expert bias.
Anchor Standard 3 Develop Claims	<ul style="list-style-type: none">SS.9-12.3.1 Develop a defensible claim using evidence from multiple sources and perspectives.SS.9-12.3.2 Revise and strengthen claims by identifying inconsistencies in evidence.SS.9-12.3.3 Address counterclaims by conceding, qualifying, or modifying the argument based on the strengths and limitations of the evidence.SS.9-12.3.4 Construct arguments using precise and knowledgeable claims from multiple sources and perspectives.

Where does inquiry show up in the standards?

In this K-2 example, you will see the anchor standard connected to standards that support that particular anchor standard.

Grades K-5 and 9-12 have separate inquiry standards. Grades 6-8 also have separate inquiry standards, but intentionally incorporate these into the themes where appropriate.

Anchor Standard 1 Develop Questions and Plan Inquiries	<ul style="list-style-type: none">• SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers.• SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers.
Anchor Standard 2 Evaluate Sources and Evidence	<ul style="list-style-type: none">• SS.K-2.2.1 Interact with a variety of primary and secondary sources.• SS.K-2.2.2 Gather facts from teacher-curated sources to answer questions.• SS.K-2.2.3 Determine whether a source is primarily fact or opinion.
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Anchor Standard 5 Informed Civic Discourse and Engagement	<ul style="list-style-type: none">• SS.K-2.5.1 Identify problems or issues, as well as possible solutions, in classrooms, schools, and/or communities.• SS.K-2.5.2 Participate in deliberative and democratic procedures for classroom problem-solving.• SS.K-2.5.3 Explain ways to individually or collaboratively address local or regional problems or issues.

Construct Compelling and Supporting Questions

Part 3



Article: Focusing on the Essence of Inquiry

Read [Questions, Tasks, and Sources: Focusing on the Essence of Inquiry](#)
(Swan, Lee & Grant, 2018)

Think About:

- What is one key takeaway about:
 - Questions
 - Tasks
 - Sources

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Teaching the C3 Framework

C3 TEACHERS
College, Career & Civic Life

Questions, Tasks, Sources: Focusing on the Essence of Inquiry

Kathy Swan, John Lee, and S.G. Grant

In this series, Picasso visually dissects the figure of a bull by moving from a representative drawing to increasingly more abstract drawings until he whittles the bull down to its essence. (Figure 1 presents a composite of these drawings.) Even as the drawings shed details such as the fur and muscles and begin to morph with Cubist and minimalist techniques, they retain the core elements of a bull and can be recognized as such. Not unlike Picasso, who investigated the figure and form of a bull, teachers experimenting with inquiry have sought to get to the essence of inquiry through its central elements.² Those elements—questions-tasks-sources—represent the whittling down of a fully fleshed out IDM blueprint while retaining the essence of the original.

We have paid attention to these early adopters and started playing with an adaptation that we are calling a *focused* blueprint. In this article, we walk through the architecture of a focused blueprint on Pearl Harbor, demonstrating how the contraction of a blueprint can enable teachers to overcome the time constraints of protracted inquiry and to become increasingly artistic in their implementation of inquiry.

Focused Inquiry

The original IDM blueprint is structured so that students explore a compelling question through supporting questions, formative and summative performance tasks, and a range of dis-

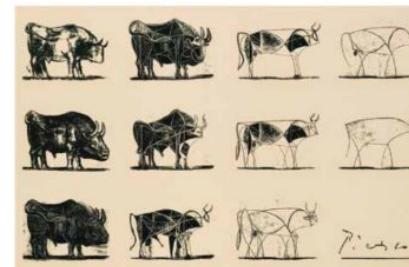


Figure 1: Picasso's representations of a bull (Picasso, 1945-1946)

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There are a lot of terms “out there” related to types of questions.

Guiding

Basic, Deeper, Challenging

Disciplinary

Essential

Compelling

Open vs. Closed

Supporting

Text
Dependent

For the purposes of this module, we will focus on the use of **compelling** and **supporting questions** as these terms are directly used in the standards.

What do the standards say?

Anchor standard 1 calls for the development of questions and planning inquiries.

These standards make up an inquiry arc.

Table 1: Inquiry Anchor Standards

Anchor Standard 1	Develop Questions and Plan Inquiries
Anchor Standard 2	Evaluate Sources and Evidence
Anchor Standard 3	Develop Claims
Anchor Standard 4	Communicate and Critique Conclusions
Anchor Standard 5	Informed Civic Discourse and Engagement



Developing Questions for Inquiry

As you learned in the Instructional Shifts Module, the standards explicitly call for the use of compelling and supporting questions. All questions are not the same. There are specific uses for both compelling and supporting questions. By structuring your units around compelling and supporting questions, you are creating an inquiry “infrastructure” and creating consistent opportunities for inquiry.

Examine the definition of compelling questions:

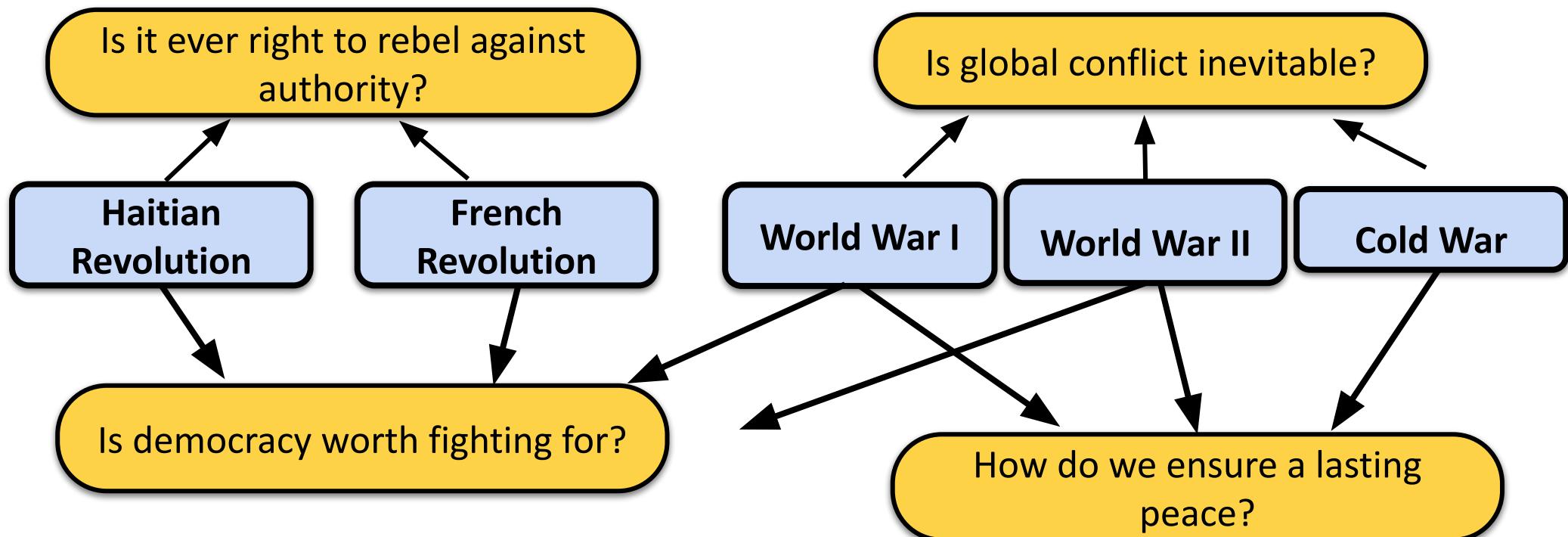
Compelling questions are open-ended, enduring, and focus on unresolved human issues. There is generally one compelling question per unit, so the entire unit is focused on one big idea.

Ingredients for Compelling Questions

Component	Ingredients for Compelling Questions
Student	<ul style="list-style-type: none">● Does it allow for multiple perspectives?● Will the question resonate with students?● Is it interesting? Important? Intellectually challenging?● Is it in student friendly language?
Thinking	<ul style="list-style-type: none">● Does it allow for multiple possible answers? Open ended?● Does the question require students to argue with evidence?● Does the question raise other important questions? Is it enduring?
Content	<ul style="list-style-type: none">● Does the question require students to apply specific disciplinary concepts and skills?● Does the question focus on a “big idea”?● Does the question content promote the use of student discourse? In other words, will students want to talk about it?

Power of Compelling Questions

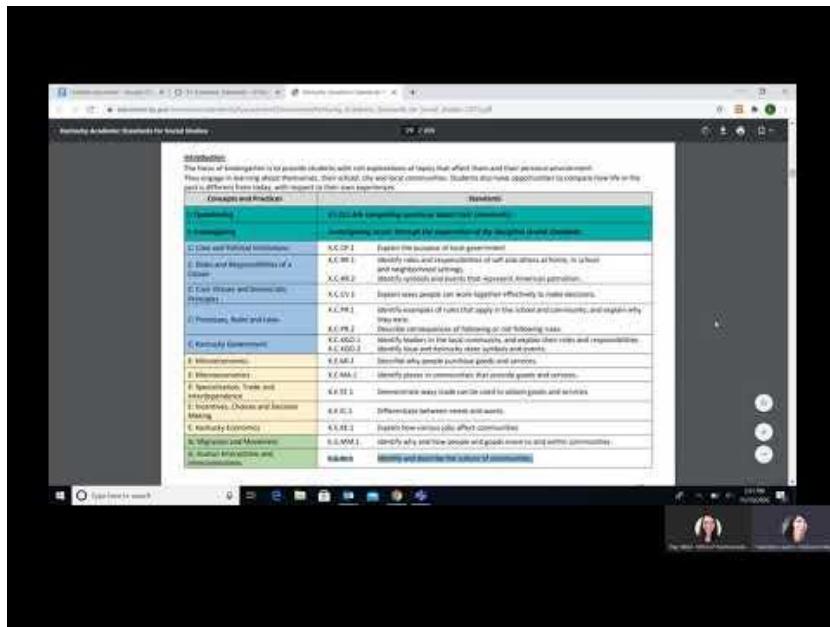
One of the most powerful things about compelling questions is their ability to cross content boundaries. As you examine this visual, you will see four compelling questions, many of which could be used as compelling questions for units on various topics. It is because of this that students find compelling questions so engaging. They delve into issues students care about and are genuinely curious about.



Video: How to Design a Compelling Question



In this video* you will hear two Kentucky educators collaborating to develop a compelling question for kindergarten. The intent of this video clip is to support educators in designing a compelling question. While this video focuses on designing a compelling question for kindergarten, the modeling presented is valuable for all educators, K-12, as it provides an example of how to design a standard-aligned compelling question.



Think About:

- How did they start designing a compelling question?
- How did they determine the focus of the compelling question?
- What resources did they use in their discussion?
- Did they model academic discourse? If so, how?
- How did they evaluate their compelling question once they had crafted it?

*This video refers to the KAS for Social Studies because it was designed by the Kentucky Department of Education. However, the process for designing a compelling question would be the same for the AK Social Studies Standards.

Let's Practice: Which of the following are compelling questions?



Note: When thinking through this activity, reflect back on the “Ingredients for Compelling Questions” mentioned earlier. What makes a question “compelling”?

- What unites Americans?
- How can Alaska's unique indigenous governance systems influence national conversations on indigenous sovereignty?
- What are the impacts of climate change on Alaskan coastal communities?
- Why did the colonists demand no taxation without representation?
- What lessons from Alaska's past will help our decision in Alaska's future?
- How does the desire for inexpensive goods lead to unintended consequences?
- How did native Alaskans resist Russian colonizers? American colonizers?
- What makes communities healthy in Alaska?
- How do Alaskans get food?

Answer Key: Which of the following are compelling questions?



- What unites Americans?
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- What makes communities healthy in Alaska?
- How do Alaskans get food?

Activity Discussion



After reviewing the answers, look back at the “Ingredients for Compelling Questions” below and think about what makes these compelling questions versus **not** compelling questions. Record your thoughts in your note catcher.

Component	Ingredients for Compelling Questions
Student	<ul style="list-style-type: none">• Does it allow for multiple perspectives?• Will the question resonate with students?• Is it interesting? Important? Intellectually challenging?• Is it in student-friendly language?
Thinking	<ul style="list-style-type: none">• Does it allow for multiple possible answers? Open ended?• Does the question require students to argue with evidence?• Does the question raise other important questions? Is it enduring?
Content	<ul style="list-style-type: none">• Does the question require students to apply specific disciplinary concepts and skills?• Does the question focus on a “big idea”?• Does the question content promote the use of student discourse? In other words, will students want to talk about it?

Supporting Questions

As you learned in the Module: Instructional Shifts, the standards explicitly call for the use of compelling and supporting questions. All questions are not the same. There are specific uses for both compelling and supporting questions. By structuring your units around compelling and supporting questions, you are creating an inquiry “infrastructure” and creating consistent opportunities for inquiry.

Examine the definition of supporting questions:

Supporting questions have answers and generally help “unpack” the compelling question. There are generally 3-4 supporting questions per unit.

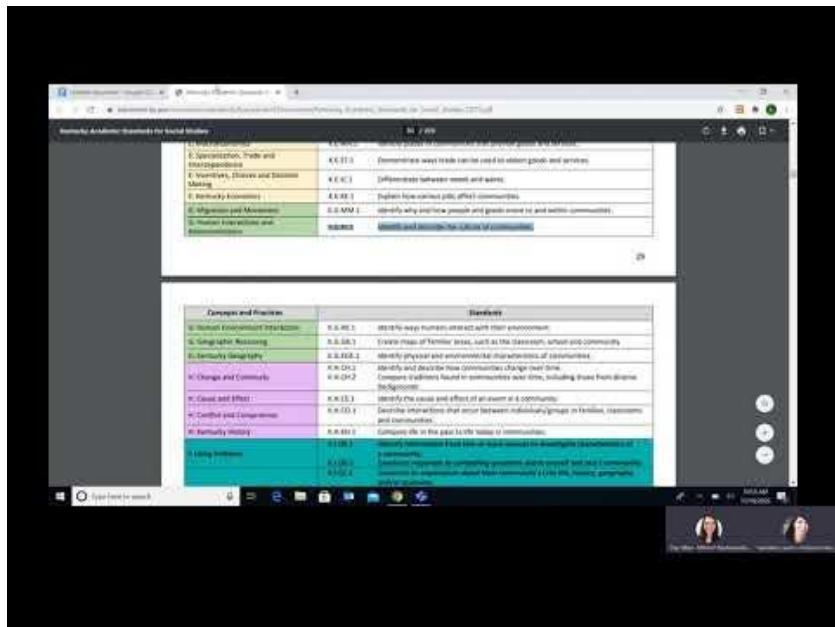
Ingredients for Supporting Questions

Component	Ingredients for Supporting Questions
Student	<ul style="list-style-type: none">● Do the questions inspire students to investigate the topic?● Do the questions provide students with the knowledge they can synthesize to answer the compelling question?
Thinking	<ul style="list-style-type: none">● Do the questions use discipline specific terminology?● Do the questions promote disciplinary thinking?
Content	<ul style="list-style-type: none">● Do the questions help “unpack” the compelling question?

Video: How to Design a Supporting Question



In this video you will hear two Kentucky teachers collaborating to develop supporting questions. While this video focuses on designing supporting questions for kindergarten, the modeling presented is valuable for all educators, K-12, as it provides an example of how to design standards aligned, discipline specific supporting questions.



Watch the video up until the 7:12 minute mark.

Think About:

- How did they start designing supporting questions?
- What resources did they use in their discussion?
- Did they model academic discourse? If so, how?
- How did they evaluate their supporting questions?

*This video refers to the KAS for Social Studies because it was designed by the Kentucky Department of Education. However, the process for designing a compelling question would be the same for the AK Social Studies Standards.

Let's Practice: Which of the following are supporting questions?



Note: When thinking through this activity, reflect back on the “Ingredients for Supporting Questions” mentioned earlier. What makes a question “supporting”?

- In Alaska, how do rural and urban communities rely on each other?
- How do international trends, domestic and foreign policies impact me?
- How did enslaved Africans resist?
- How has air transportation shaped life in rural Alaska? Urban Alaska?
- How does where we live affect how we live?
- In Alaska, do we need rules?
- How have Alaska Native knowledge systems and oral traditions contributed to modern scientific knowledge?
- How have international trends, domestic and foreign policies impacted American culture and society from 1945- present?
- How has Sheldon Jackson’s boarding school model impacted the lives of indigenous peoples in Alaska and the rest of North America?

Answers:

Which of the following are supporting questions?



- In Alaska, how do rural and urban communities rely on each other?
- How do international trends, domestic and foreign policies impact me?
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Activity Discussion



After reviewing the answers, look back at the “Ingredients for Supporting Questions” below and think about what makes these supporting questions versus **not** supporting questions. Record your thoughts in your note catcher.

Component	Ingredients for Supporting Questions
Student	<ul style="list-style-type: none">● Do the questions inspire students to investigate the topic?● Do the questions provide students with the knowledge they can synthesize to answer the compelling question?
Thinking	<ul style="list-style-type: none">● Do the questions use discipline specific terminology?● Do the questions promote disciplinary thinking?
Content	<ul style="list-style-type: none">● Do the questions help “unpack” the compelling question?

Review: Compelling and Supporting Questions

Compelling questions are open-ended, enduring, and focus on unresolved human issues. There is generally one compelling question per unit.

Supporting questions have answers and generally help “unpack” the compelling question. There are generally 3-4 supporting questions per unit.

Critique a Question 1



Is this a compelling or supporting question? Or neither? Why or why not?

- What would cause a brother to kill a brother in a “civil war?”



Capt. Custer of the 5th Cavalry is seen with Lt. Washington, a prisoner and former classmate.
Source: Library of Congress



Surgeons of the 3rd Division before hospital tent in Petersburg, Va., Aug. 1864.
Source: Library of Congress

Critique a Question 2



Is this a compelling or supporting question? Or neither? Why or why not?

- What would have happened if Truman hadn't dropped the atomic bomb?



Harry S. Truman (1884–1972)
Source: National Portrait Gallery

Critique a Question 3



Is this a compelling or supporting question? Or neither? Why or why not?

- Is war ever “just”?



Photograph of American Soldiers in Trenches.
Source: National Archives

Critique a Question 4

Is this a compelling or supporting question? Or neither? Why or why not?

- How will an increase in minimum wage affect local job opportunities for teens?



EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT

FEDERAL MINIMUM WAGE

\$7.25 PER HOUR
BEGINNING JULY 24, 2009

The law requires employers to display this poster where employees can readily see it.

OVERTIME PAY At least 1½ times the regular rate of pay for all hours worked over 40 in a workweek.

CHILD LABOR An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs with certain work hours restrictions. Different rules apply in agricultural employment.

TIP CREDIT Employers of "tipped employees" who meet certain conditions may claim a partial wage credit based on tips received by their employees. Employers must pay tipped employees a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference.

NURSING MOTHERS The FLSA requires employers to provide reasonable break time for a nursing mother employee who is subject to the FLSA's overtime requirements in order for the employee to express breast milk, or to make other arrangements for the child's birth each time such employee has a need to express breast milk. Employers are also required to provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by the employee to express breast milk.

ENFORCEMENT The Department has authority to recover back wages and an equal amount in liquidated damages in instances of minimum wage, overtime, and other violations. The Department may litigate and/or recommend criminal prosecution. Employers may be assessed civil money penalties for each willful or repeated violation of the minimum wage or overtime pay provisions of the law. Civil money penalties may also be assessed for violations of the FLSA's child labor provisions. Heightened civil money penalties may be assessed for each child labor violation that results in the death or serious injury of any minor employee, and such assessments may be doubled when the violations are determined to be willful or repeated. The law also prohibits retaliating against or discharging workers who file a complaint or participate in any proceeding under the FLSA.

ADDITIONAL INFORMATION

- Certain occupations and establishments are exempt from the minimum wage, and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa, the Commonwealth of the Northern Mariana Islands, and the Commonwealth of Puerto Rico.
- Some state laws provide greater employee protections; employers must comply with both.
- Some employers incorrectly classify workers as "independent contractors" when they are actually employees under the FLSA. It is important to know the difference between the two, because employees (unless exempt) are entitled to the FLSA's minimum wage and overtime pay protections and correctly classified independent contractors are not.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.



Let's Practice: Example 1



You have just wrapped up teaching the Civil War and are planning a unit/extended lesson on Reconstruction. What is one possible **compelling question** you could pose?

One Example:

- Were African Americans really free during Reconstruction?

In your Note Catcher, draft another question.



Thomas Nast, "The Georgetown Election—The Negro at the Ballot-Box," Harper's Weekly XI, no. 533 (March 16, 1867), 172. The Library of Congress

Let's Practice: Example 2

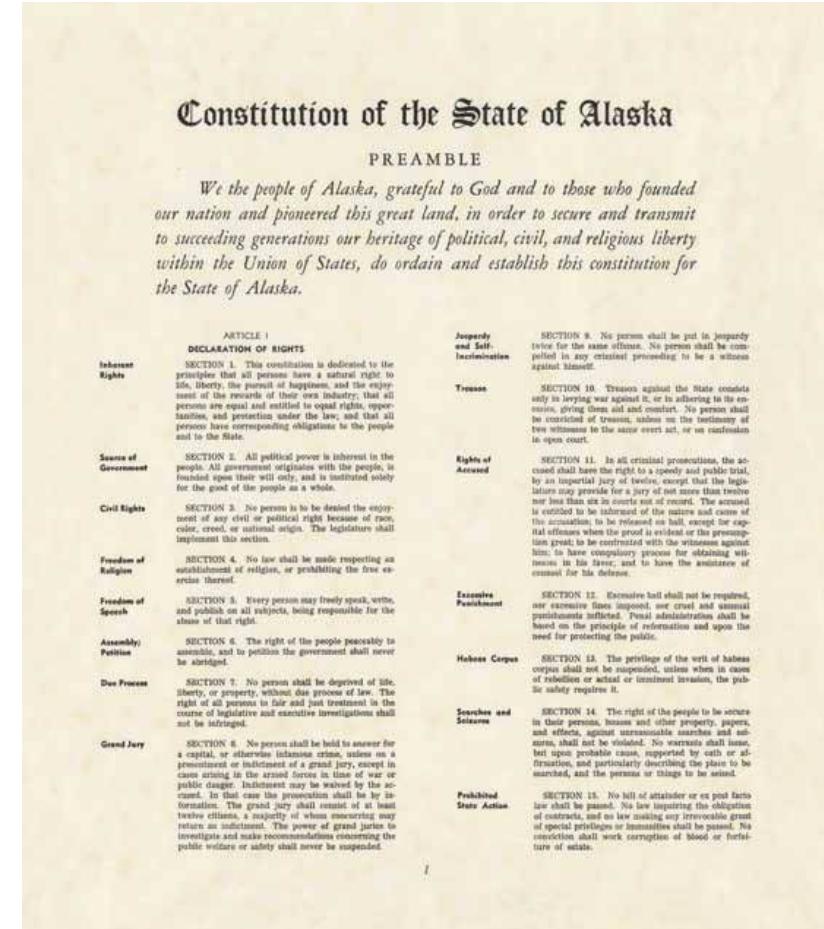


You are teaching a civics unit on the Alaska State Constitution which was adopted on February 3, 1956 and ratified on April 24, 1956. What is one possible **compelling question** you could pose?

One Example:

- What can the Alaska State Constitution teach us about the values and principles of the people who live there?

In your Note Catcher, draft another question.



Preamble and Article I: Declaration of Rights
Source: [Alaska Digital Archives](https://www.adober.org/constitution/) 45

Let's Practice: Example 3



You have just started teaching a history unit on the purchase of Alaska from Russia by the United States for \$7.2 million dollars in 1867. What is one possible **compelling question** you could pose?

One Example:

- How did the U.S. purchase of Alaska in 1867 shape America?

In your Note Catcher, draft another question.



""Our New Senators," cartoon, Frank Leslie's Illustrated, April 27, 1867., " House Divided: The Civil War Research Engine at Dickinson College, <https://hd.housedivided.dickinson.edu/node/46381>

Compelling and Supporting Questions

Example 1



This chart shows an example of a compelling question and three supporting questions in an inquiry. Discuss and reflect upon these questions in your note catcher:

- What do you notice about the difference between the compelling and supporting questions?

Compelling Question:	Is sharing trade across cultures always a good thing?		
Supporting Questions:	What is globalization?	What are some opportunities created by globalization?	What are some challenges created by globalization?

Compelling and Supporting Questions

Example 2



Discuss and reflect upon these questions in your note catcher:

- What do you notice about the difference between the compelling and supporting questions?

Compelling Question:	Was the vote enough?			
Supporting Questions:	Why did Americans oppose granting suffrage to women?	What were the primary arguments used by supporters and opponents?	Were some rights not gained in the 19th Amendment?	What was the equal rights amendment?

Compelling and Supporting Questions

Example 3



Discuss and reflect upon these questions in your note catcher:

- What do you notice about the difference between the compelling and supporting questions?

Compelling Question:	What can be done about the high numbers of young people out-migrating from Alaska each year?		
Supporting Questions:	Why is Alaska's population declining?	For what reasons do people emigrate from Alaska? Immigrate to Alaska?	What are the impacts of Alaska's shrinking population?

Kinds of Questions

Think back to the compelling and supporting questions you just examined. After examining this breakdown of kinds of questions, think about what kinds of questions you have already seen.

- **Factual Questions:** When was the battle of Gettysburg? (5 Ws)
- **Analytical Questions:** What was the message Lincoln was trying to get across in the Gettysburg address? (Think about subtext)
- **Reflective Questions:** Why was the Battle of Gettysburg a turning point? (Explains the why)
- **Argumentative Questions:** Was the Civil War inevitable? (Defend a side)
- **Affective Questions:** Do you believe another Civil War is possible in the United States? (Personal expression)
- **Personal Questions:** What do you want to learn about the Civil War? (Personal curiosity)

Costa's Levels of Questioning Verbs and Sentence Starters

There are several tools that may be helpful to you as you think about creating your own questions. One tool that might be helpful is [Costa's Level of Questioning Verbs document](#) which helps visualize the connection between the way a question is asked and the level of thinking necessary to answer the question.

LEVEL 2 VERBS

Analyze	compare	contrast	group	infer	sequence
synthesize	interpret	explain	extend	illustrate	outline
relate	rephrase	translate	show	classify	Demonstrate
summarize					

LEVEL 2 SENTENCE STARTERS

* How would you classify the type of ...?	* What facts or ideas show ...?
* How would you compare ...?	* What is the main idea of ...?
* How would you contrast ...?	* Which statements support ...?
* How would you rephrase the meaning ...?	* What can you say about ...?
* Which is the best answer ...?	* How would you summarize...?
* Can you explain what is happening ...?	* Can you explain what is meant..?

LEVEL 3 VERBS

apply	evaluate	hypothesize	imagine	judge	predict
develop	solve	model	utilize	function	classify
examine	distinguish	theme	motive	conclusion	criteria
create	invent	improve	theorize	elaborate	compose
design	change	propose	adapt	combine	solution
criticize	decide	defend	prioritize	assess	defend
prove	support	opinion	recommend	interpret	relationships

LEVEL 3 SENTENCE STARTERS

* How would you use...?	* What examples can you find to support...?
* Why do you think...?	* What would result if...?
* What is the theme...?	* What inference can you make...?
* What evidence can you find...?	* How would you justify...?
* Can you make a distinction between...?	* What ideas justify...?
* How would you improve...?	* How would you change the...?
* How would you test...?	* Can you predict the outcome if...?
* What facts can you compile...?	* How would you prioritize...?
* Can you propose an alternative...?	* What is your opinion...?
* What would you recommend...?	* What choice would you have made...?
* Why was it better that...?	* What changes would you make to solve...?
* Based on what you know, how would you explain...?	
* What questions would you ask in an interview with...?	

Ask Better Questions	Is? Present	Did? Past	Can? Possibly	Would? Probability	Will? Prediction	Might? Imagination
What? Event						
Where? Where/ When						
When? Choice						
Who? Person						
Why? Reason						
How? Meaning						
	Factual			Predictive		
	Analytical			Application/ Synthesis		

Try It! Compelling Question



Think back to the ingredients for compelling questions. As you begin to create your own question, test it against the criteria to ensure it is high quality.

Think about an upcoming unit you will be teaching. Think about the topic of study for the unit. Examine the bundle of standards you will be teaching in the unit.

- What is the big idea?
- What are the enduring understandings you want students to walk away with?

Practice writing a compelling question for the unit.

Other resources for creating compelling questions: [History Tech](#)

Try It! Supporting Questions



Think back to the ingredients for supporting questions. As you begin to create your own questions, test them against the criteria to ensure it is high quality.

Examine the compelling question you just wrote. Think back to the standards you will be addressing in the unit. Think about the following:

- What questions will help unpack the compelling question?
- What content will students need to know in order to answer the compelling question?

Practice writing at least three supporting questions you will use throughout the unit.

Gather and Select Sources

Part 4

What do the standards say?

Anchor standard 2 calls for the evaluating sources and evidence.

These standards make up an inquiry arc.

Anchor Standard 1	Develop Questions and Plan Inquiries
Anchor Standard 2	Evaluate Sources and Evidence
Anchor Standard 3	Develop Claims
Anchor Standard 4	Communicate and Critique Conclusions
Anchor Standard 5	Informed Civic Discourse and Engagement



Why Sources?

Social studies has long been associated with the over reliance on textbooks as the singular source of information students use. However, this doesn't model what historians, geographers, economists, and political scientists actually do. In addition, the use of a singular source presents social studies as one-dimensional and from one voice, instead of the multiple stories and perspectives that make up historical narratives.

In inquiry-based classrooms, it is critical for students to use and analyze multiple sources. As Grant, Swan, & Lee say, "sources are the matter."



Primary and Secondary Sources

In social studies, you often hear mention of two different types of sources:

- **Primary Sources:** An item directly connected to a topic and related time.
- **Secondary Sources:** Sources that analyze, assess or interpret an historical event, era, or phenomenon, generally utilizing primary sources to do so.

For example, let's say students are studying the building of the Statue of Liberty.

A **primary source** would be any item connected to the Statue of Liberty and the time when it was built.

Source: [National Park Service, Statue of Liberty NM](https://www.nps.gov/statuenrichment.html)



Craftsmen working on the construction of the Statue of Liberty in Paris.

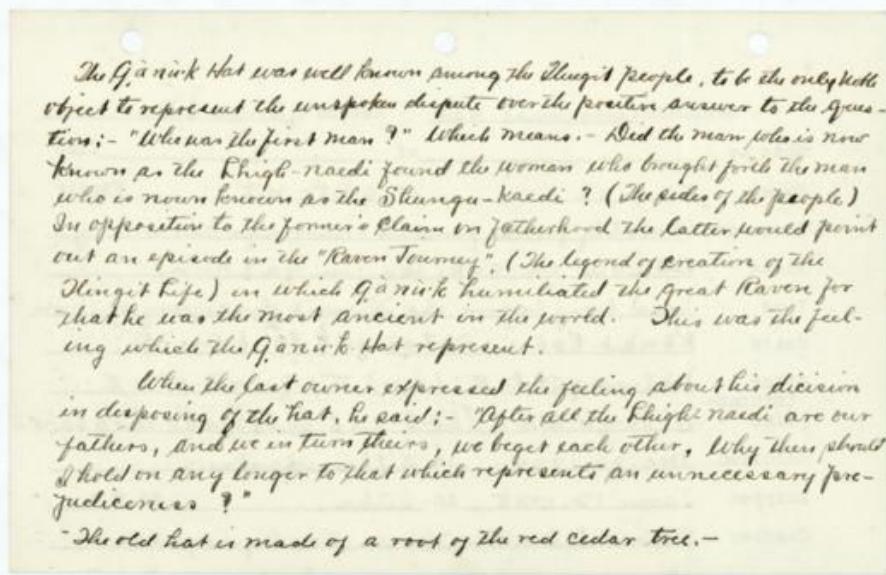
A **secondary source** might be a web article about the history of the Statue of Liberty, written 100 years after its construction.

The screenshot shows a web page with a header for 'National Park Service' and 'Statue Of Liberty National Monument New York'. Below the header, there are navigation links for 'Plan Your Visit', 'Learn About the Park', 'History & Culture', 'Photos', and 'Creating the Statue of Liberty'. The main content area is titled 'Creating the Statue of Liberty' and includes a sub-section 'The Early Stages' with a small thumbnail image of a sketch. The text in the main section discusses the idea of a statue proposed by Edouard de Laboulaye and the selection of Bedloe's Island by Auguste Bartholdi.

Misconceptions About Sources

A common misconception is that a source is **either primary or secondary**; however, a **source can be both or neither depending on what is being studied**.

For example, if a teacher is doing a lesson on early 20th century Alaska History, a resource that functions as both would be a letter, such the the one below, written by Chief Louis Shotridge, Tlingit cultural leader, historian, and ethnographer.



Primary Source: The letter is written by Shotridge and provides a firsthand account of Tlingit culture and life in AK in the early 20th century.

Secondary Source: Shotridge wrote to interpret and document Tlingit history for others to read and learn.

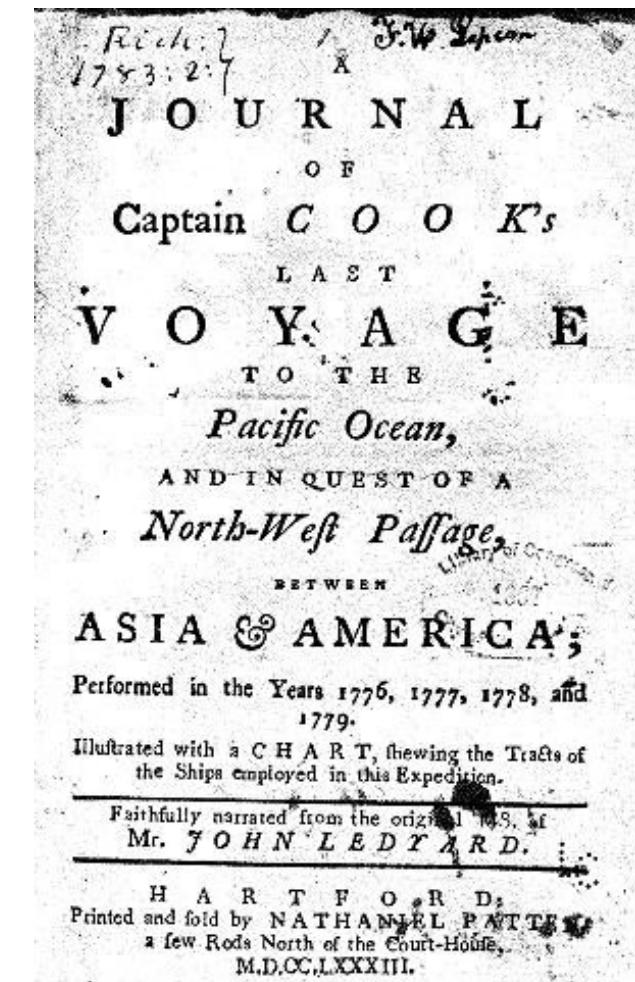
Source: "Ceremonial Hat called ganuk saxu" from [Penn Museum](#)

Misconceptions About Sources

Another misconception is that **primary sources are more “true” or “factual,”** while **secondary sources are “biased.”** This is not accurate, and **ALL sources should be evaluated for reliability.**

Furthermore, many primary sources exemplify important biases worth unpacking in the context of the lesson being taught.

- An example of a biased primary source is **Captain James Cook’s journals** from his 1778 voyage to Alaska. Cook was one of the first European explorers to explore Alaska.
 - While his observations provide important historical insight, they also reflect the Eurocentric view of his time.



Source: [Library of Congress](#)

Inquiry Design Model



In the Inquiry Design Model (IDM), the use of multiple sources is critical. Those sources should be specifically selected to align to the supporting questions and help students be able to answer the overall compelling question.

The IDM is an approach to creating instructional materials that show the connections between questions, tasks, and sources and how they should fit together in an inquiry-based classroom.

- Examine the IDM At a Glance document [here](#).
- Put the compelling and supporting questions drafted earlier in this module [here](#).

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	Supporting Question 1	Supporting Question 2
Standards and Practices	Formative Performance Task	Formative Performance Task
Staging the Question	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	Extension

Connecting Sources to Questions (1)



You've already examined these compelling and supporting questions, but now examine the sources being used BASED on these questions on the next slide.

- First, examine each supporting question and then examine the list of sources being used to help students answer that question. What do you notice? Do you see alignment? What do you observe about the kinds of sources being used?
- Next, examine the actual content of the sources being used by viewing the full [“Global Issues” inquiry](#) on the C3 Teachers website under “Inquiries.” What do you notice?

Compelling Question:	How can local communities solve global problems?		
Supporting Questions:	What is a global citizen?	How are local solutions applied to solve global problems?	How effective is global cooperation in solving shared issues?

Connecting Sources to Questions (2)



Compelling Question:	How can local communities solve global problems?		
Supporting Questions:	What is a global citizen?	How are local solutions applied to solve global problems?	How effective is global cooperation in solving shared issues?
Sources:	<ul style="list-style-type: none">● Source A: “Globalization” Merriam Webster● Source B: “Citizen of a Global World?” TED Talk● Source C: OxFam Education, What is Global Citizenship?● Source D: UNESCO, “Global Citizenship”● Source E: The Global Citizens’ Initiative	<ul style="list-style-type: none">● Source A: “Global Goals,” United Nations● Source B: “Glocalization,” Britannica● Other: Resource bank of suggested articles	<ul style="list-style-type: none">● Source A: Global Cooperation Research● Source B: “Why Global Cooperation Matters,” UNICEF● Source C: “How to Revive and Empower Communities” TED Talk● Source D: “Cooperation,” WHO● Source E: “Coronavirus is an.. Example of Need for Global Cooperation”

Where to Find Sources

There are a plethora of places to find sources (primary and secondary) in social studies. Some places are databases with access to millions of sources and some include already curated lists of sources for K-12 use.

- **Library of Congress** (www.loc.gov): Primarily focused on items from the U.S. prior to 1922
- **Chronicling America** (chroniclingamerica.loc.gov): Millions of digitized newspapers
- **Docs Teach** (docsteach.org): Sources from the National Archives
- **Smithsonian Learning Lab** (learninglab.si.edu)
- **Digital Public Library of America** (dp.la): Digitized collections from institutions across the country
- **Stanford History Education Group** (sheg.stanford.edu): Curated and modified sources organized into lessons for world and U.S. history
- **World History Sources** (<https://chnm.gmu.edu/worldhistorysources/whmfinding.html>)
- **Fordham History Sourcebook** (<https://sourcebooks.fordham.edu/mod/modsbookfull.asp>)
- **Avalon Project** (<https://avalon.law.yale.edu/>)
- **Newsela** (<https://newsela.com/>)
- **Teaching American History** (<https://teachingamericanhistory.org/documents/>)
- **State and local museums, libraries, etc.**

Scaffolding Sources



As you just learned, providing students with rich, grade-level appropriate text is critical. However, sometimes in order for students to engage in the kinds of sources they need to, those sources may need to be adapted in order to make them more accessible to students.

Read the article [Tampering with History](#) (Wineburg & Martin, 2009). In it, Wineburg discusses his research around adapting texts by simplifying language and sentence structure and providing scaffolds within the text, such as definitions of key vocabulary.

3 - Things you learned

2 - Interesting things

1 - Question you still have

Try It!



In the previous section, you drafted compelling and supporting questions. Look at the supporting questions and think about the kinds of sources students will need to be able to answer the supporting questions. Think about:

- What is the content alluded to in the question?
- Does it mention a time period, certain vocabulary, a person, a place, etc.?
 - If so, you will want to select sources that help students better understand the particular content.
- Do you have a mix of types of sources?
 - Social scientists don't just read written text. Students should analyze images, songs, government documents, etc. Is there a balance of the types of sources being used? Is there a mix of primary and secondary sources?
- Are the sources grade level and reader appropriate?

Inquiry Design Model (IDM) Blueprint™		
Compelling Question		
Standards and Practices		
Staging the Question		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	
	Extension	

Aligning Tasks

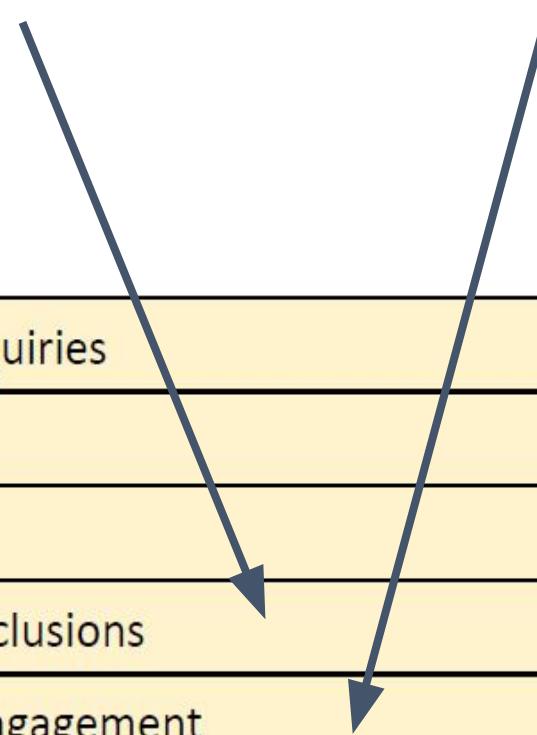
Part 5

What do the standards say?

Anchor Standard 4 explicitly calls for students to **communicate and critique conclusions**, while Anchor Standard 5 calls for students to **engage in informed civic discourse and engagement**. Both of these require explicit planning on the part of the teacher.

These standards make up an inquiry arc.

Anchor Standard 1	Develop Questions and Plan Inquiries
Anchor Standard 2	Evaluate Sources and Evidence
Anchor Standard 3	Develop Claims
Anchor Standard 4	Communicate and Critique Conclusions
Anchor Standard 5	Informed Civic Discourse and Engagement



Connecting Questions, Sources, and Tasks (1)

You've examined designing questions and selecting sources aligned to those questions. Now, examine the connection between the questions, sources and tasks that you see in the example on the next slide.

First, examine each supporting question and how the sources selected to help students answer that question align.

Second, examine the summative task and its connection to the compelling question. You can view the full “Global Issues” inquiry on the C3 Teachers site [here](#).

Think About:

- What do you notice?
- How do the sources used help students complete the tasks?
- How are the tasks scaffolded throughout the inquiry?

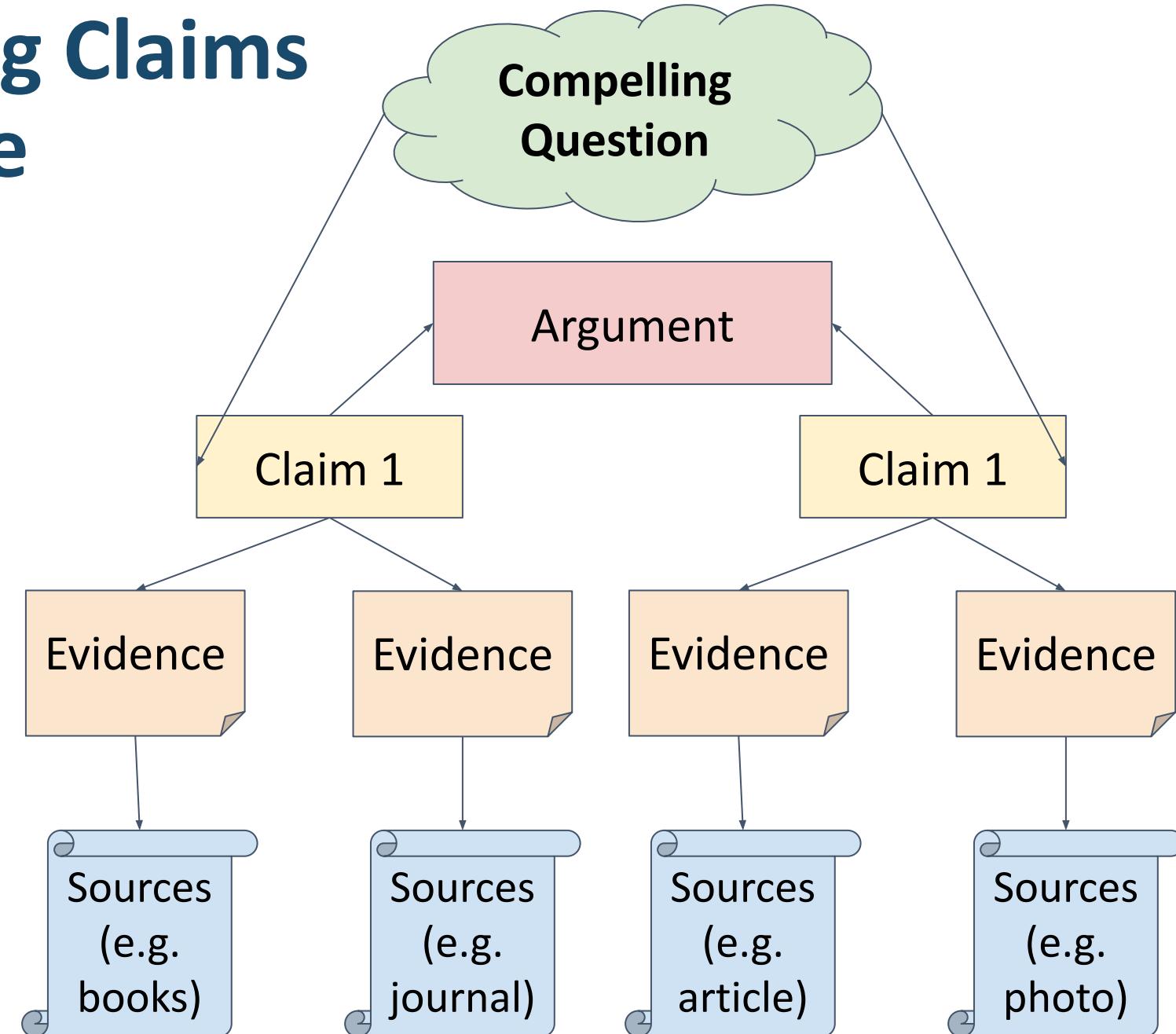
Connecting Questions, Sources, and Tasks (2)



Compelling Question:	How can local communities solve global problems?		
Supporting Questions:	What is a global citizen?	How are local solutions applied to solve global problems?	How effective is global cooperation in solving shared issues?
Sources:	<ul style="list-style-type: none">• Source A: "Globalization" Merriam Webster• Source B: "Citizen of a Global World?" TED Talk• Source C: OxFam Education, What is Global Citizenship?• Source D: UNESCO, "Global Citizenship"• Source E: The Global Citizens' Initiative	<ul style="list-style-type: none">• Source A: "Global Goals," United Nations• Source B: "Glocalization," Britannica• Other: Resource bank of suggested articles	<ul style="list-style-type: none">• Source A: Global Cooperation Research• Source B: "Why Global Cooperation Matters," UNICEF• Source C: "How to Revive and Empower Communities," TED Talk• Source D: "Cooperation," WHO• Source E: "Coronavirus is an.. Example of Need for Global Cooperation"
Tasks:	<ul style="list-style-type: none">• Create a definition of the global citizen and their role in the world.	<ul style="list-style-type: none">• Construct a futures wheel to visually explain the global impact of local solutions.	<ul style="list-style-type: none">• Write a claim using evidence about the effectiveness of global cooperation in solving shared issues.
Summative Task:	<ul style="list-style-type: none">• How can local communities solve global problems? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.		

Arguments: Making Claims and Using Evidence

- An **argument** is composed of claims and evidence.
- A **claim** is something one believes is true in response to a question.
- A claim is backed up by **evidence** which comes from sources.
- **Sources** provide information that is used as evidence to support a claim.
- The claims make up the argument in response to a **compelling question**.



Argumentation



Think About:

- What is an argument composed of?
- Why do sources matter in the process of students building their argument?
- How does the idea of argument connect to the formative and summative tasks?

Try It!



The IDM has two spots for tasks:
formative performance tasks and the
summative performance task.

Each **formative performance task** should align to the appropriate supporting question and get more complex throughout the inquiry. This helps prepare students to provide conclusions to the compelling question.

The **summative performance task** should align to the compelling question.

Inquiry Design Model (IDM) Blueprint™			
Compelling Question			
Standards and Practices			
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Featured Sources	Featured Sources	Featured Sources	
Summative Performance Task	Argument		
	Extension		

Create one formative performance task aligned to **each** of your supporting questions.

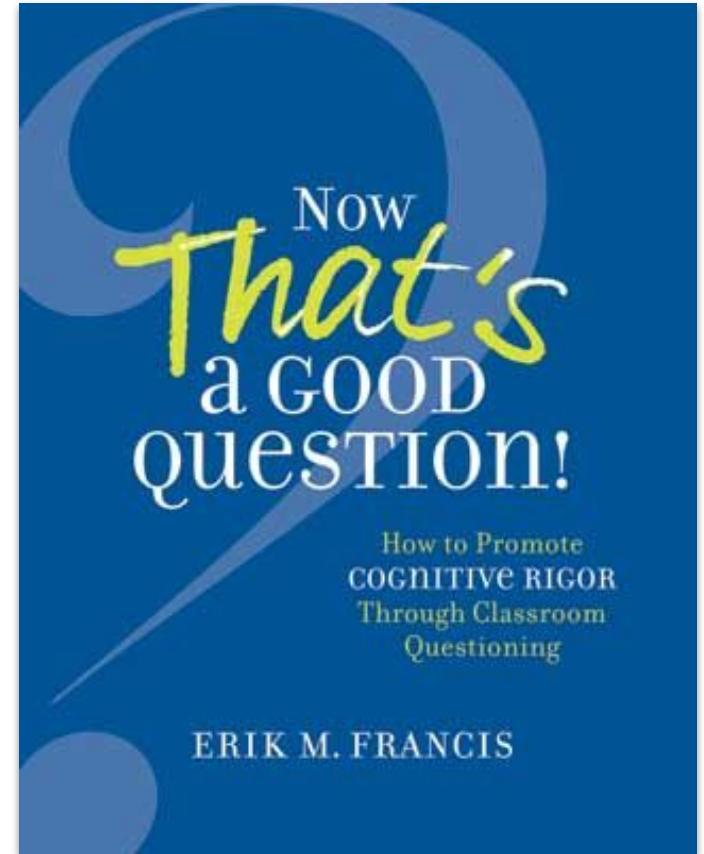
Create one summative performance task aligned to the overall compelling question.

Getting Students to Ask Their Own Questions

Part 6

*“Good questions teach
students to think like
historians by engaging them
in expressing their thoughts
about how ideas, incidents,
and issues affect the world.”*

- Erik Francis



Question Formulation Technique (QFT)

QUESTION FORMULATION TECHNIQUE IN 90 SECONDS

inquirED

How do you get students to generate their own questions and model consistent opportunities for inquiry?

One way is the **Question Formulation Technique**.

The QFT in Action

A high school world history teacher uses the [Question Formulation Technique \(QFT\)](#), to teach students to ask their own questions while introducing a unit on Post-World War Conflict. The teacher provides a Q-focus for students to develop initial questions about the unit and continually comes back to these questions throughout the unit.

See a more specific elementary example [here](#).



Question Formulation Technique (QFT) Rules

Developed by the [Right Question Institute](#), QFT is a structured method for generating and improving questions. It distills sophisticated forms of divergent, convergent, and metacognitive thinking into a simple, accessible, and reproducible technique. QFT builds [the skill of asking questions](#), which allows people to **think critically, feel greater power and self-efficacy, and become confident and ready to participate in civic life.**

Learning to ask questions is important:

- It's a foundational skill. It's necessary for learning, teaching, working, and democratic action.
- A healthy democracy depends on the ability of citizens to ask questions.
- The ability to ask questions is not a character trait some people have and others don't: it's a skill everyone can learn.
- If you can ask questions, you can better navigate complex systems and get more involved in decisions affecting you, your family, and your community.
- Teaching and learning is easier and more joyful when students ask their own questions.
- Everyone, from kindergartners to Ph.D. candidates, can learn to ask better questions.

Elementary QFocus Example



The QFT is normally done as a group. However, for the purposes of this module, you will be using the QFT rules to ask questions of this image on your own. Give yourself 5 minutes to examine the QFocus. Write down each question you come up with in your Note Catcher.

K-5 social studies standards that connect to this QFocus:

- **SS.2.2.23.1** Compare life in the local community in the past to life in the local community today.
- **SS.4.2.19.1** Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.
- **SS.8.1.19.1** Investigate patterns of migration of early people as they settled across Alaska and North, Central, and South America.

[Link to image](#)



Yup'ik women use an ulu to fillet salmon and hang them to dry outside. Southwest Alaska, circa 1930.

Secondary QFocus Example

6.2

The QFT is normally done as a group; however, for the purposes of this module, you will be using the QFT rules to ask questions of this image on your own.

Background information:

During the Civil Rights Movement, one week to the day after the demonstrations started in Greensboro, black students in Winston-Salem and Durham, North Carolina, held sit-ins at local lunch counters. The 1963 photograph depicts students enduring taunts, mustard, and ketchup as they sat-in at a Woolworth's lunch counter in Jackson, Mississippi.

Give yourself a few minutes to examine the QFocus. Write down each question you come up with.



Civil rights sit-in by John Salter, Joan Trumpauer, and Anne Moody at Woolworth's lunch counter.

QFT Next Steps



Go through and identify EACH question as closed (questions that can be answered with a yes or no) or open.

- Put a C or O next to each question.
- Next, practice changing questions from one type to another.
- Finally, prioritize your questions. Choose 3 of the most important questions BASED on the QFocus.

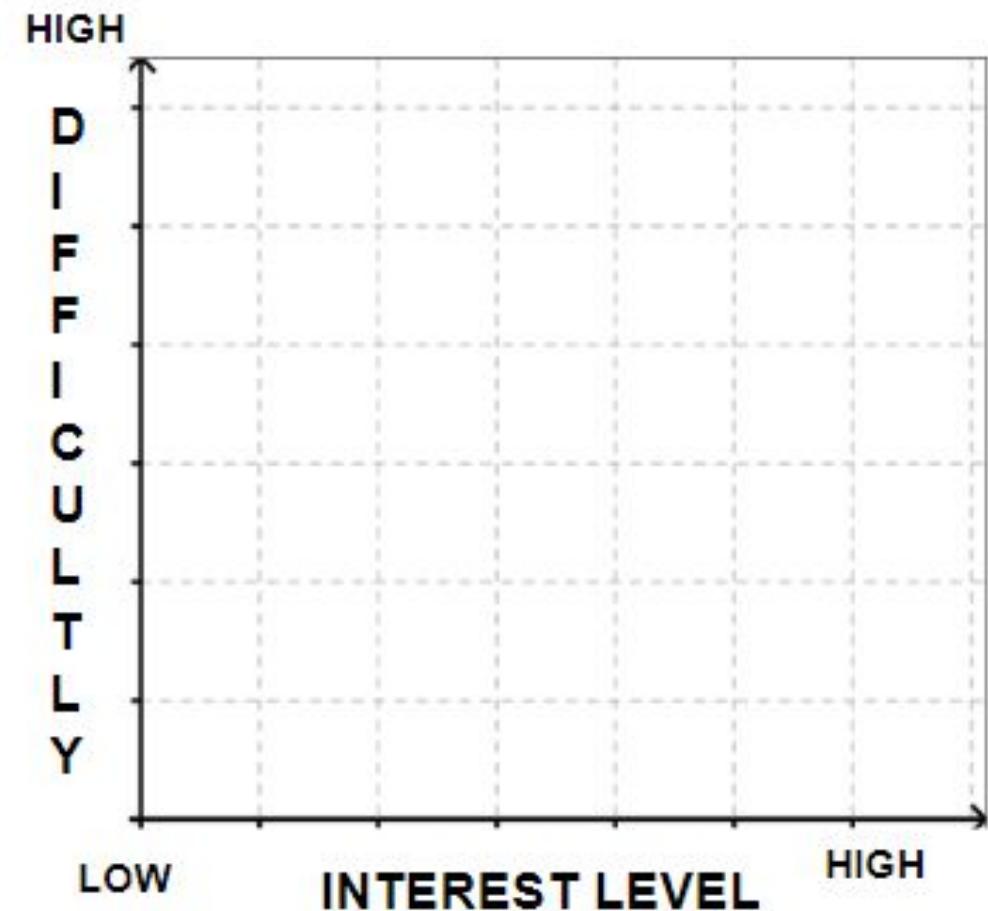
Think About:

- Why is this step an important part of the process for generating quality questions?
- What would you now do with the questions that students have generated?

Have Students Assess Their Own Questions

Metacognition, or thinking about your thinking, is a high-leverage strategy to help students learn at deep levels. One way to do this is to ask students to graph the questions they generate (through the QFT process or other strategies).

Have students “graph” their questions on an X/Y axis of being interesting and their difficulty level. Challenge students to move up the graph with more interesting and difficult questions.



Role of Tech

- Tech can play a role in the QFT through...
 - Q-Focus (VR, media, etc.)
 - Collection of ideas (Padlet, Google Form, Sheet).
 - Vote on classes' top questions (Google Form, Socrative, Padlet)
 - Reflections (Flipgrid, Blogger)
 - Projects (WeVideo, Google Slides, animations, screencasts)
- Resources:
 - [QFT Google Slides Template](#)
 - [QFT Small Group Worksheet](#)

QUESTION FORMULATION TECHNIQUE™
SMALL GROUP WORKSHEET

RQI

Date: _____ Teacher/Instructor: _____

Class/Course: _____ Period/Section: _____

Participants: _____

Rules for Producing Questions:

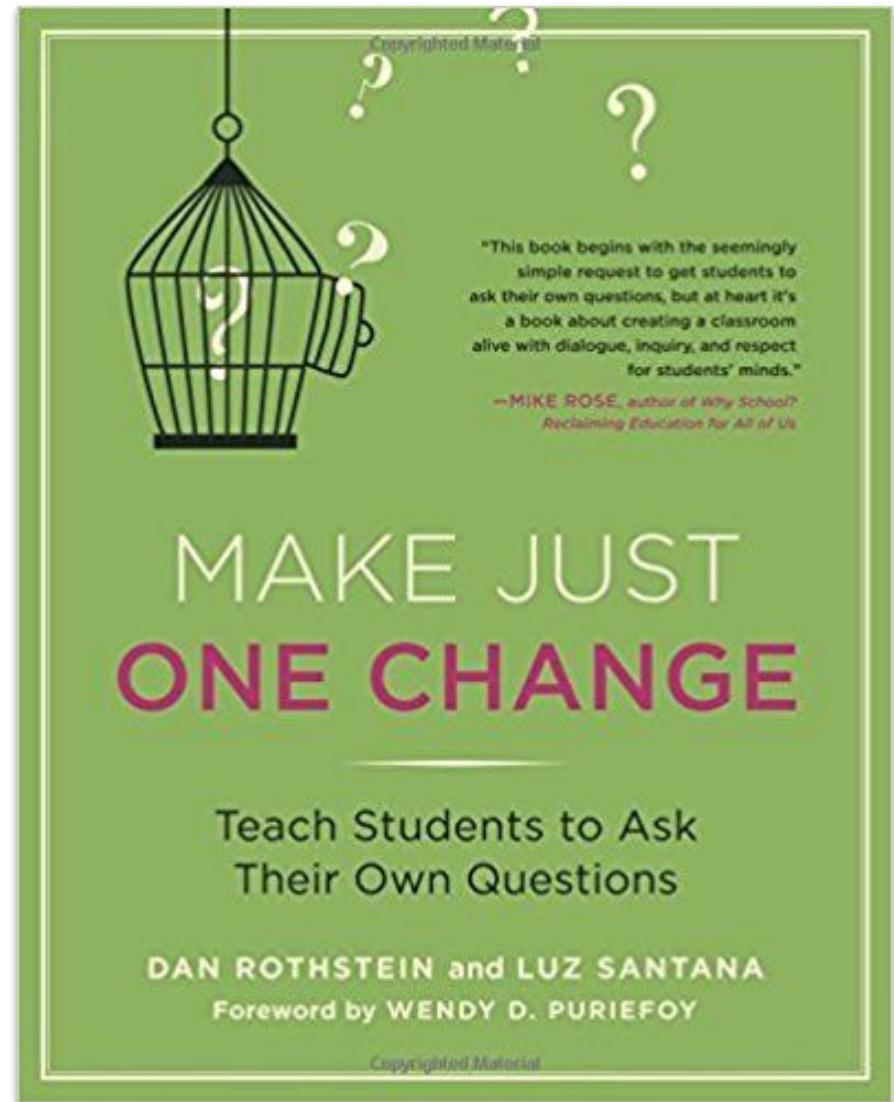
- Ask as many questions as you can
- Do not stop to discuss, judge, or answer any questions
- Write down every question exactly as it is stated
- Change any statement into a question

Question Focus:

Group Questions:

“When you use the Question Formulation Technique, you are making one significant change in the traditional dynamic in the classroom: from using your question to prompt student thinking and work to challenging students to come up with their own questions.”

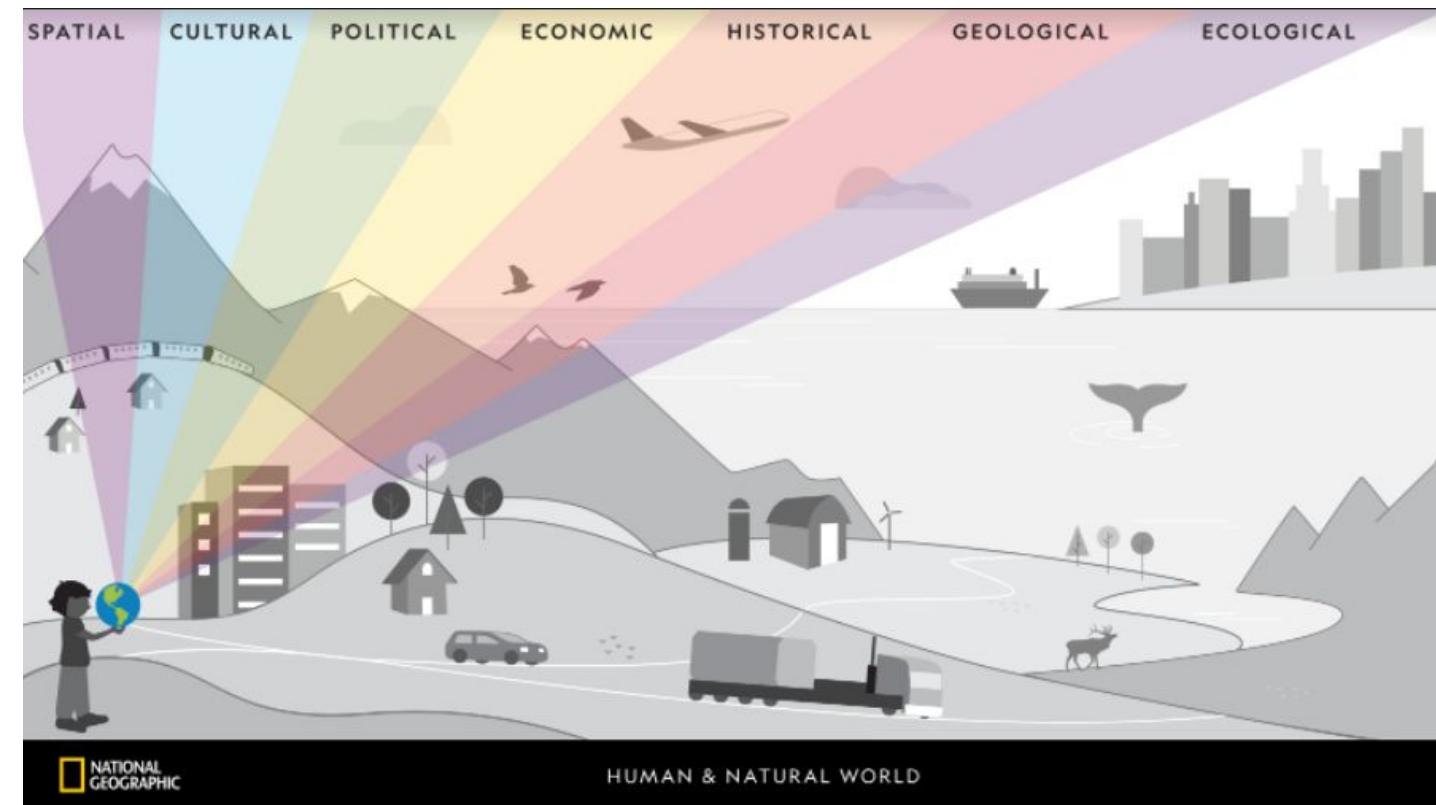
- Dan Rothstein



Getting Students to Ask Disciplinary Questions

Historians don't examine the world in the same ways geographers do.

Economists don't think about things in the same ways political scientists do. In social studies classrooms, it is important to get students to ask their own questions, but it is equally important to help them ask questions through the lenses of historians, geographers, political scientists, and economists. This helps students see the complexity of issues they are examining and how someone might think about the issue in the past compared to today.



You can view the full document [here](#).

PERSPECTIVE



SPATIAL

DEFINITION

where things happen on Earth in **space** and in different **places**

QUESTIONS WE ASK

Where is it?
Why is it there?



CULTURAL

What social or cultural factors are present?



POLITICAL

What policies and laws are present? Who is in power?



ECONOMIC

What is the distribution of resources like?



HISTORICAL

When is it? Why does this matter then, today, and for the future?



GEOLOGICAL

What impact does the Earth's surface have?



ECOLOGICAL

What connections and relationships among life forms are present?

Pause and Reflect



- How many questions do you ask of students?
- What type of questions are they?
- Do all students get to answer?
- Is the goal to get a specific answer or to spark thinking?
(Knowledge vs Intelligence)
- Are students encouraged to take the lead on asking questions?

Let's Practice: Inquiry vs. Coverage Approach



In your Note Catcher, select the checkbox to answer the following questions.

Which of the following are in line with the Inquiry Approach?	Which of the following are in line with the Coverage Approach?
<input type="checkbox"/> Assignment Driven	<input type="checkbox"/> Question/problem driven
<input type="checkbox"/> Interaction and talk	<input type="checkbox"/> Student responsibility
<input type="checkbox"/> Student Compliance	<input type="checkbox"/> Performance Tasks
<input type="checkbox"/> Authentic investigations	<input type="checkbox"/> Teacher presentations
<input type="checkbox"/> Hearing the findings of a discipline	<input type="checkbox"/> Solitary work
<input type="checkbox"/> Multiple resources	<input type="checkbox"/> Reliance on a singular textbook
<input type="checkbox"/> Using tools/procedures of a discipline	<input type="checkbox"/> Collaborative work
<input type="checkbox"/> Quiet and listening	<input type="checkbox"/> Tests that focus on rote memorization

Additional Resources

Additional Resources

- Books:
 - [A More Beautiful Question](#)
 - [Make Just One Change](#)
 - [Now That's a Good Question](#)
 - [Inquiry Illuminated](#)
- Articles
 - [Resources to Facilitate Inquiry-Based Learning](#) (Edutopia)
 - [Inquiry-Based Tasks in Social Studies](#) (Edutopia)

Additional Resources

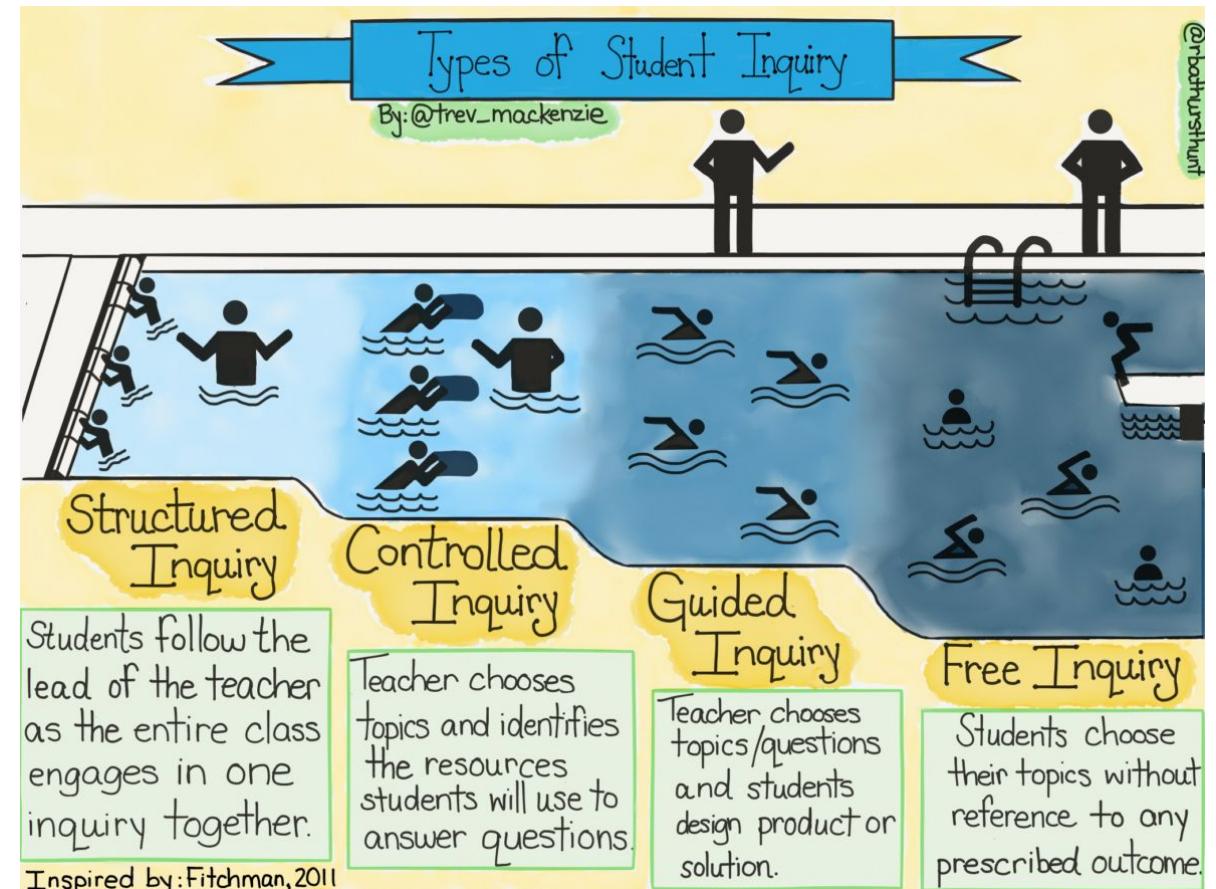
- Websites
 - <https://amorebeautifulquestion.com/>
 - <https://amorebeautifulquestion.com/childrens-library-question-books/>
 - <https://amorebeautifulquestion.com/50-question-songs/>
 - [Right Question Institute](#)
 - [GeoInquiries from ESRI](#)
 - [Stanford History Education Group \(SHEG\)](#)
 - [C3 Teachers](#)

Article: Guided and Free Inquiry

As you learned earlier, this module focuses on structured and controlled inquiry, but there may be times when guided and free inquiry are appropriate—especially later in the school year when students might feel more confident in their abilities and/or when students are doing independent or small group research projects.

Check out this article to see how to support students in independent inquiry projects.

[How To Ease Students Into Independent Inquiry Projects](#)



In this Classroom...



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Let's Practice Answer Key: Inquiry vs. Coverage Approach



Which of the following are in line with the Inquiry Approach?	Which of the following are in line with the Coverage Approach?
<input type="checkbox"/> Assignment Driven	<input type="checkbox"/> Question/problem driven
<input type="checkbox"/> Interaction and talk	<input type="checkbox"/> Student responsibility
<input type="checkbox"/> Student Compliance	<input type="checkbox"/> Performance Tasks
<input type="checkbox"/> Authentic investigations	<input type="checkbox"/> Teacher presentations
<input type="checkbox"/> Hearing the findings of a discipline	<input type="checkbox"/> Solitary work
<input type="checkbox"/> Multiple resources	<input type="checkbox"/> Reliance on a singular textbook
<input type="checkbox"/> Using tools/procedures of a discipline	<input type="checkbox"/> Collaborative work
<input type="checkbox"/> Quiet and listening	<input type="checkbox"/> Tests that focus on rote memorization