We’re back

S.G. Grant  |  John Lee  |  Kathy Swan
IDM Summer Institute 2024
Check out our work! - let's share too

https://padlet.com/c3teachers/2024IDMInstitute
The Design Path for IDM

**Phase I: Framing the Inquiry**

1. Finding the Right Content Angle
2. Crafting a Compelling Question That Actually Compels
3. Stating the Compelling Question through the Summative Argument Task

**Phase II: Filling the Inquiry**

4. Sequencing the Content through the Supporting Questions
5. Using Disciplinary Sources to Construct Arguments
6. Building Knowledge through the Formative Performance Tasks

**Phase III: Finishing the Inquiry**

7. Creating Curiosity by Staging the Compelling Question
8. Making Connections with Extension Tasks
9. Taking it to the Bridge with Informed Action
10. Finishing an Inquiry by Looking Vertically
Finding Sources that deliver content
a prelude
inquiry gives us a way to manage and use information in a meaningful way
Choruses from The Rock – T.S. Eliot

The Eagle soars in the summit of Heaven,
The Hunter with his dogs pursues his circuit.
O perpetual revolution of configured stars,
O perpetual recurrence of determined seasons,
O world of spring and autumn, birth and dying!
The endless cycle of idea and action,
Endless invention, endless experiment,
Brings knowledge of motion, but not of stillness;
Knowledge of speech, but not of silence;
Knowledge of words, and ignorance of the Word.
All our knowledge brings us nearer to death,
But nearness to death no nearer to God.

Where is the Life we have lost in living?
Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?

The cycles of Heaven in twenty centuries
Brings us farther from God and nearer to the Dust.

https://www.donweaver.org/t-s-eliot-choruses-from-the-rock/
INQUIRY

students making an argument

content in social studies

from sources
Sources in an Inquiry

1) Spark Curiosity
2) Build Background Knowledge
3) Construct Arguments

Featured Sources
Sources spark curiosity

• Using sources for the purpose of curiosity & engagement.

• Focusing on relevance and what we know students care about.
# 9-12 Civics Inquiry

## Do we need the Electoral College?

<table>
<thead>
<tr>
<th>Arkansas Standards for Social Studies</th>
<th>PD.S.C.2 Analyze the election process in federal, state, and local governments (e.g., voter registration, primary election, general election)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staging the Question</td>
<td>View the YouTube Clip <a href="https://www.youtube.com/watch?v=1234567890">Does My Vote Count?</a> and begin a discussion of how elections work.</td>
</tr>
</tbody>
</table>

### Supporting Question 1

**What is the Electoral College?**

**Formative Performance Task**

Write a paragraph the Electoral College as it is used in America.

**Featured Sources**

- **Source A:** [What is the Electoral College?](#)
- **Source B:** Schoolhouse Rock Electoral College video
- **Source C:** [Why the Electoral College?](#)

### Supporting Question 2

**What are the pros and cons of the Electoral College?**

**Formative Performance Task**

Create a T chart to illustrate pros and cons of the electoral college.

**Featured Sources**

- **Source A:** [The Electoral College: Top 3 Pros and Cons](#)
- **Source B:** [Chart of Pros and Cons of Electoral College](#)

### Supporting Question 3

**Does the Electoral College function today as it did originally?**

**Formative Performance Task**

Create a position in support or opposition to the question and support with evidence.

**Featured Sources**

- **Source A:** [Defending the Electoral College](#)
- **Source B:** [NPR: Critics Work to get rid of the Electoral College](#)
- **Source C:** [Why The Electoral College Is More Relevant Today Than Ever Before](#)

### Summative Performance Task

**ARGUMENT:** "Do we need the Electoral College?" Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from both historic and current sources while acknowledging competing views.

**EXTENSION:** Create an alternative plan to elect the president of the United States.

### Taking Informed Action

**UNDERSTAND:** Investigate the current political climate in relation to the Electoral College.

**ASSESS:** Poll 10 registered voting adults to discover what they know about the Presidential election process.

**ACT:** Create a pamphlet or a Public Service video on how Arkansans fit into the election process of the President.
Sources help build knowledge

• Sources in an inquiry contain the disciplinary content needed to complete tasks.

• Sources give students access to the facts, information, and data needed to understand the supporting question.
# 10th Grade French Revolution Inquiry

## Was the French Revolution Successful?

**New York State Social Studies Framework Key Idea(s) & Practices**

- **10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:** The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.
- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization

### Staging the Question

Discuss the concept of revolution through a series of photographs that depict the recent Egyptian uprising (2011–2013).

### Supporting Question 1

**What were the social, economic, and political problems in prerevolutionary France?**

**Formative Performance Task**

List social, economic, and political problems in prerevolutionary France.

### Supporting Question 2

**How did the relationship between the French people and the king change in the early stages of the Revolution?**

**Formative Performance Task**

Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.

### Supporting Question 3

**How did Robespierre justify the Reign of Terror?**

**Formative Performance Task**

Write a summary of Robespierre’s justification for the Reign of Terror and identify two key details that support his justification.

### Supporting Question 4

**Did Napoleon’s rise to power represent a continuation of or an end to revolutionary ideals?**

**Formative Performance Task**

Develop a claim supported by evidence about whether Napoleon’s rise to power represents a continuation of or an end to revolutionary ideals.

### Featured Sources

**Source A:** Political cartoon of the Three Estates
**Source B:** Graph of the Three Estates
**Source C:** Cahiers de Doléances of 1789

**Source A:** Declaration of the Rights of Man and Citizen
**Source B:** Declaration of the Rights of Woman and Citizen
**Source C:** Decree Abolishing the Feudal System

**Source A:** Engraving of Robespierre and the guillotine
**Source B:** Speech by Maximilien Robespierre

**Source A:** Napoleon’s account of his coup d’état
**Source B:** Painting of the Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine
**Source C:** Napoleon’s account of the internal situation of France in 1804

### Summative Performance Task

**ARGUMENT** Was the French Revolution successful? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.

**EXTENSION** Express these arguments in a perspective-taking exercise using the medium of Twitter.

### Taking Informed Action

**UNDERSTAND** Investigate a current “unfinished revolution” focusing on a group of people who are currently trying to revolutionize some aspect of society. This could be a political revolution or an economic, social, or even technological revolution.

**ASSESS** Examine the extent to which the current attempt at revolution is successful and state one’s personal stance on the justification for the revolution or whether it is, in fact, a revolution.

**ACT** Write an editorial for the school or local newspaper on a current “unfinished revolution.” Within the editorial, students could discuss their positions on the efforts of those engaged in revolutionary activity and the extent to which those efforts are currently successful.
Example of data source
Was the French Revolution successful?

The Three Estates In Prerevolutionary France

<table>
<thead>
<tr>
<th>Population</th>
<th>Land Ownership</th>
<th>Government Taxation</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>65%</td>
<td>100%</td>
</tr>
<tr>
<td>0.5%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1.5%</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

KEY
- First Estate: Clergy
- Second Estate: Nobility
- Third Estate: Commoners
7th Grade Uncle Tom's Cabin Inquiry

Can Words Lead to War?

New York State Social Studies Framework Key Ideas & Practices

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.

- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization

Staging the Question

Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1

How did Harriet Beecher Stowe describe slavery in Uncle Tom's Cabin?

Formative Performance Task

Summarize the plot of Uncle Tom's Cabin and identify main ideas and supporting details from Stowe's description of slavery in the book.

Featured Source

Source A: Summary of Uncle Tom's Cabin
Source B: Excerpts from Uncle Tom's Cabin
Source C: Illustrations from Uncle Tom's Cabin

Supporting Question 2

What led Harriet Beecher Stowe to write Uncle Tom's Cabin?

Formative Performance Task

Identify four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.

Featured Source

Source A: Harriet Beecher Stowe's concluding remarks to Uncle Tom's Cabin.
Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman

Supporting Question 3

How did people in the North and South react to Uncle Tom's Cabin?

Formative Performance Task

Compare and contrast the viewpoints expressed in newspapers from the North and the South using a T-chart and make a claim about the differences.

Featured Source

Source A: Review of Uncle Tom's Cabin published in the Boston Morning Post
Source B: Review of Uncle Tom's Cabin published in the Southern Press Review

Supporting Question 4

How did Uncle Tom's Cabin affect abolitionism?

Formative Performance Task

Participate in a structured discussion regarding the impact Uncle Tom's Cabin had on abolitionism.

Featured Source

Source A: Excerpt from Charles Sumner's Senate speech
Source B: Article by John Ball Jr. published in The Liberator

Source C: Sales of Uncle Tom's Cabin, 1851–1893

Summative Performance Task

ARGUMENT Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of Uncle Tom's Cabin using specific claims and relevant evidence from historical sources, while acknowledging competing views.

EXTENSION Create an educational video of the argument that responds to the compelling question “Can words lead to war?”

Taking Informed Action

UNDERSTAND Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).

ASSESS Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.

ACT Choose one of the options and implement it as an individual, small group, or class project.
Can words lead to war?

<table>
<thead>
<tr>
<th>Date</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5, 1851 – April 1, 1852</td>
<td>A serial publication in the <em>National Era</em> magazine has a circulation of about 8,000</td>
</tr>
<tr>
<td>March 20, 1852 – April 1, 1852</td>
<td>The first printing of 5,000 copies of <em>Uncle Tom’s Cabin</em> sells out in two weeks.</td>
</tr>
<tr>
<td>April 2, 1852 – April 15, 1852</td>
<td>The second printing of 5,000 copies of <em>Uncle Tom’s Cabin</em> also sells out in two weeks.</td>
</tr>
<tr>
<td>May 1852</td>
<td>Sales of the first edition reach 50,000</td>
</tr>
<tr>
<td>September 1852</td>
<td>Sales of the first edition reach 75,000</td>
</tr>
<tr>
<td>October 1852</td>
<td>Sales of the first edition reach 100,000</td>
</tr>
<tr>
<td>Holiday season, 1852</td>
<td>3,000 copies of a special illustrated edition are sold</td>
</tr>
<tr>
<td>January 1853</td>
<td>30,000 copies are sold of a new “Edition for the Million”</td>
</tr>
<tr>
<td>February 1853</td>
<td>The first foreign language version is printed in German</td>
</tr>
<tr>
<td>1852</td>
<td>Another 100,000 copies of a special edition printed in England are sold</td>
</tr>
<tr>
<td>Early, 1853</td>
<td>Sales of various editions reach 310,000</td>
</tr>
<tr>
<td>End of 1853</td>
<td>Sales reach 1 million worldwide</td>
</tr>
</tbody>
</table>


NOTE: Information for this chart was gathered from *Uncle Tom’s Cabin* and American Culture: A Multi-media Archive, directed by Stephen Railton, the University of Virginia, [http://utc.iath.virginia.edu/interpret/exhibits/winship/winship.html](http://utc.iath.virginia.edu/interpret/exhibits/winship/winship.html) and [http://specialcollections.vassar.edu/exhibit-highlights/2001-2005/stowe/essay2.html](http://specialcollections.vassar.edu/exhibit-highlights/2001-2005/stowe/essay2.html).
Constructing Arguments with Evidence

- All inquiries result in arguments.

- Sources contain information that can be used as evidence in an argument.

- Arguments are made up of claims and evidence
7th Grade Uncle Tom’s Cabin Inquiry

Can Words Lead to War?

**New York State Social Studies Framework Key Ideas & Practices**

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.

- Gathering, Using, and Interpreting Evidence
- Comparison and Contextualization
- Chronological Reasoning and Causation

**Staging the Question**

Consider the power of words and examine a video of students using words to try to bring about positive change.

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
<th>Supporting Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did Harriet Beecher Stowe describe slavery in Uncle Tom’s Cabin?</td>
<td>What led Harriet Beecher Stowe to write Uncle Tom’s Cabin?</td>
<td>How did people in the North and South react to Uncle Tom’s Cabin?</td>
<td>How did Uncle Tom’s Cabin affect abolitionism?</td>
</tr>
</tbody>
</table>

**Formative Performance Task**

- Summarize the plot of Uncle Tom’s Cabin and identify main ideas and supporting details from Stowe’s description of slavery in the book.
- Identify four quotes in the sources that point to Stowe’s motivation and write a paragraph explaining her motivation.
- Compare and contrast the viewpoints expressed in newspapers from the North and the South using a T-chart and make a claim about the differences.
- Participate in a structured discussion regarding the impact Uncle Tom’s Cabin had on abolitionism.

**Featured Source**

- Source A: Summary of Uncle Tom’s Cabin
- Source B: Excerpts from Uncle Tom’s Cabin
- Source C: Illustrations from Uncle Tom’s Cabin
- Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman
- Source A: Review of Uncle Tom’s Cabin published in the Boston Morning Post
- Source B: Review of Uncle Tom’s Cabin published in the Southern Press Review
- Source A: Excerpt from Charles Sumner’s Senate speech
- Source B: Article by John Ball Jr. published in The Liberator
- Source C: Sales of Uncle Tom’s Cabin, 1851–1853

**Summative Performance Task**

ARGUMENT: Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of Uncle Tom’s Cabin using specific claims and relevant evidence from historical sources, while acknowledging competing views.

EXTENSION: Create an educational video of the argument that responds to the compelling question “Can words lead to war?”

**Taking Informed Action**

UNDERSTAND: Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).

ASSESS: Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.

ACT: Choose one of the options and implement it as an individual, small group, or class project.
Harriet Beecher Stowe, letter to Lord Thomas Denman, January 20, 1853

I can only see that when a higher Being has purposes to be accomplished he can make even “a grain of mustard seed” the means. I wrote what I did because as a woman, as a mother, I was oppressed & heartbroken with sorrows & injustice I saw—because, as a Christian I felt the dishonor to Christianity, because as a lover of my country I trembled at the coming day of wrath. It is no merit in the sorrowful that they weep, or to the oppressed & smothering that they gasp & struggle nor to me that I must speak for the oppressed who cannot speak for themselves. My Lord, such men as your Lordship have great power. You can do much. The expression of your opinion is of great weight. So does this horrible evil paralyse public sentiment here that we who stand for liberty, must look for aid from the public sentiment of nations & in producing that sentiment none are so powerful as the great minds of England. The hope therefore which I conceive from seeing
Can words lead to war?

Students’ arguments likely will vary but could include any or all of the following claims:

- Words can lead to war when words, such as the words in *Uncle Tom’s Cabin*, help people to express their disagreements with others.
- The causes of the Civil War and most other wars are very complicated and cannot be boiled down to words in a book such as *Uncle Tom’s Cabin*.
- It is difficult to determine the extent to which *Uncle Tom’s Cabin* contributed to the Civil War, but the book did support abolitionism.

Information about the popularity of Uncle Tom’s Cabin is evidence.
Source Logic: Variety of source type, complexity & perspective
# Epidemics and Pandemics Inquiry

## How should we respond to a pandemic?

**Tennessee Social Studies Standards**

CJ.24: Identify public health efforts, and explain their effects in the U.S. and around the world today (e.g., sanitation, vaccinations, birth and death rates, disease prevention, pandemic research).

<table>
<thead>
<tr>
<th>Staging the Compelling Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the roles of government in protecting people.</td>
</tr>
</tbody>
</table>

### Supporting Question 1

**What happened in the 19th century Yellow Fever epidemics?**

**Formative Performance Task**

Create a list of actions and reactions to the Yellow Fever Epidemic of 1878.

**Featured Sources**

- **Source A:** \*“Yellow Fever Epidemics” article
- **Source B:** Excerpts from “Fever: The Plague of Memphis”
- **Source C:** Images of 19th century Yellow Fever epidemics

### Supporting Question 2

**What happened in the 1918 Flu Pandemic?**

**Formative Performance Task**

Create a list of actions and reactions to the 1918 Flu Pandemic.

**Featured Sources**

- **Source A:** “How U.S. cities tried to stop the 1918 Flu Pandemic” article
- **Source B:** 1918 U.S. Public Health Service Issues Bulletin on Influenza
- **Source C:** Images of the 1918 Flu Pandemic

### Supporting Question 3

**What happened in the COVID-19 Pandemic?**

**Formative Performance Task**

Create a list of actions and reactions to the COVID-19 Pandemic.

**Featured Sources**

- **Source A:** A Timeline of COVID-19 Developments in 2020
- **Source B:** Data from the COVID-19 Dashboard at Johns Hopkins University.
- **Source C:** Factsheet on COVID-19 from the CDC

### Summative Performance Task

**ARGUMENT.** Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

**EXTENSION.** Create a policy document recommending approaches that reflect the argument.

### Taking Informed Action

**ASSESS.** Determine how people are affected by disease, epidemic and pandemics.

**ACT.** Draft a set of recommendations for how to respond to the next pandemic.

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience. This inquiry was developed by Brandi Love.*
Example of a video source

How should we respond to a pandemic?

https://www.cdc.gov/flu/pandemic-resources/1918-pandemic-h1n1.html
Example of a video source
How should we respond to a pandemic?

Students’ arguments likely will vary, but could include any of the following:

- We are limited in how it can reply to epidemic and pandemic diseases because people know how to take steps to protect themselves.
- We have many opportunities reply to epidemic and pandemic diseases in creating public messages and policies about stopping the spread of disease.
- We have some opportunities to help limit epidemic and pandemic diseases with public messages and policies about stopping the spread of diseases, but people also have to take steps to protect themselves.

Information about the 1918 Flu Pandemic shows how hard it was to help people respond appropriately.
Was it destiny to move west?

This inquiry includes 13 sources with five different types of sources – maps, data sets, texts, illustrations, and photographs and a wide range of complexity.
What does it take to secure equality?

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Supporting Question</th>
<th>Supporting Question</th>
<th>Supporting Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did African Americans advocate for their rights?</td>
<td>What were the early successes in providing political rights to African Americans?</td>
<td>How did African Americans achieve political, economic and social gains?</td>
<td>What is the legacy of Reconstruction?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Featured Sources</th>
<th>Featured Sources</th>
<th>Featured Sources</th>
<th>Featured Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source A:</strong> Call for NY Colored Convention</td>
<td><strong>Source A:</strong> Emancipation Proclamation</td>
<td><strong>Source A:</strong> The First Vote</td>
<td><strong>Source A:</strong> South Carolina Black Codes</td>
</tr>
<tr>
<td><strong>Source B:</strong> Frederick Douglass speech</td>
<td><strong>Source B:</strong> 13th, 14th and 15th Amendments Amendment</td>
<td><strong>Source B:</strong> Fisk University Jubilee Singers</td>
<td><strong>Source B:</strong> The Colored American Magazine</td>
</tr>
<tr>
<td><strong>Source C:</strong> Meeting of Black leaders and Union Military</td>
<td><strong>Source C:</strong> Civil Rights Act of 1866</td>
<td><strong>Source C:</strong> South Carolina Legislature</td>
<td><strong>Source C:</strong> Black Wall Street</td>
</tr>
<tr>
<td><strong>Source D:</strong> Norfolk’s Black Community Presents Address for Equal Rights</td>
<td><strong>Source D:</strong> Freedmen's Bureau images</td>
<td><strong>Source D:</strong> Image of 1st Colored Members of U.S. Congress</td>
<td><strong>Source D:</strong> Virginia House Joint Resolution 65</td>
</tr>
<tr>
<td><strong>Source E:</strong> Federal Military control map</td>
<td><strong>Source E:</strong> Nicodemus, Kansas</td>
<td><strong>Source E:</strong> Eric Foner speech</td>
<td></td>
</tr>
</tbody>
</table>

This inquiry includes lots of sources representing multiple perspectives.
Find disciplinary sources for your inquiry.

Record your initial thinking on your Inquiry Working Document

You’ll get a start at this process with lots more to come :)
Sources, Sources, Sources

What’s working for you?

Are there any sticking points for you with sources or overall in the design process?

https://padlet.com/c3teachers/2024IDMInstitute
Building Knowledge through the Formative Performance Tasks
Formative Performance Tasks

1) Surface students’ knowledge of the supporting question, and
2) Support students in constructing their arguments.
Formative performance task are the means by which students take in raw data to make information and form knowledge.
Types of Formative Performance Tasks

- Define a term
- List/Rank problems, reasons, challenges, key features, etc.
- Annotate a source (map, timeline, photograph)
- Make a timeline
- Create a chart/graphic (T-Chart, Venn Diagram, Graph)
- Write a paragraph (or 1-2 sentences) with evidentiary support
- Participate in a debate, SAC, reader’s theater
- Develop a claim with evidentiary support
- Make a counter claim with evidentiary support
Key Points about Formative Tasks

• Notice the verb
  – Performances (behavioral versus cognitive verbs)
  – What are the students *doing*?

• Tasks are not elaborate expressions
  – No digital documentaries, dioramas, presentations, etc.
  – Why? Grading and time

• Tasks build in complexity across the blueprint
  – Task logic

• Tasks wrap tightly around supporting question and sources
Was the development of agriculture good for humans?

**Formative Task 1**
Create a chart with information about how climate change and improved tools contributed to the development of agriculture.

**Formative Task 2**
Write a paragraph about how writing emerged in Mesopotamia and describe the implications of that development.

**Formative Task 3**
Develop a claim supported by evidence that agriculture had a range of consequences for human culture.

**Summative Argument Task**
Was the development of agriculture good for humans? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
### Example of Writing Task Logic: Was the French Revolution Successful?

<table>
<thead>
<tr>
<th>Formative Task I</th>
<th>Formative Task II</th>
<th>Formative Task III</th>
<th>Formative Task IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List social, economic, and political problems in prerevolutionary France.</strong></td>
<td><strong>Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.</strong></td>
<td><strong>Write a summary of Robespierre’s justification for the Reign of Terror and identify two key details that support his justification.</strong></td>
<td><strong>Develop a claim supported by evidence about whether Napoleon’s rise to power represents a continuation of or an end to revolutionary ideals.</strong></td>
</tr>
</tbody>
</table>
Formative Task I: Create an infographic illustrating features of a food desert.

Formative Task II: Write a description of the school’s level of food insecurity.

Formative Task III: Write a claim or series of claims about where more food options are needed.

Example of Writing Task Logic: Does my community have enough food?
<table>
<thead>
<tr>
<th>Formative Task I</th>
<th>Formative Task II</th>
<th>Formative Task III</th>
<th>Formative Task IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write a one-page research summary</strong> that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Kenya.</td>
<td><strong>Write a one-page research summary</strong> that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Botswana.</td>
<td><strong>Write a one-page research summary</strong> that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Algeria.</td>
<td><strong>Present the research summary</strong> from Formative Performance Tasks 1, 2, and 3 to the class. After presentations, <strong>develop a claim supported by evidence</strong> that answers the supporting question.</td>
</tr>
</tbody>
</table>

**Example of Research Task Logic:**

Does modernization mean progress?
<table>
<thead>
<tr>
<th>Formative Task I</th>
<th>Formative Task II</th>
<th>Formative Task III</th>
<th>Formative Task IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a paragraph describing how Puerto Rico became a United States territory.</td>
<td>Make an annotated timeline of events in Puerto Rican history related to efforts to obtain statehood and consider the next steps in the process.</td>
<td>Create a T-chart of the arguments in favor of and against Puerto Rico’s statehood.</td>
<td>Debate the issue of statehood/independence for Puerto Rico using arguments in favor of and against Puerto Rico’s statehood.</td>
</tr>
</tbody>
</table>

Example of **Deliberation Task Logic:** Should Puerto Rico become a state?
**Example of Disciplinary Task Logic:**

**What ended Apartheid?**

<table>
<thead>
<tr>
<th>Formative Task I</th>
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</thead>
<tbody>
<tr>
<td>Create an illustrated timeline of apartheid policies and write a definition for apartheid.</td>
<td>Add Nelson Mandela’s efforts to end apartheid to the illustrated timeline and write a two-sentence, evidence-based summary of them.</td>
<td>Add the efforts of others in South Africa to end apartheid to the illustrated timeline and write a two-sentence summary using evidence.</td>
<td>Add international bodies’ efforts to end apartheid to the illustrated timeline and write a two-sentence summary using evidence.</td>
</tr>
</tbody>
</table>

*Disciplinary task logic allows students to practice a skill used by a geographer, economist, historian, or political scientist. In this inquiry, students are practicing chronological thinking!*
Example of **Multi-Modal Task Logic**: How does garbage hurt us?

<table>
<thead>
<tr>
<th>Formative Task I</th>
<th>Formative Task II</th>
<th>Formative Task III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture that illustrates where garbage goes.</td>
<td>Annotate a photograph that shows how garbage negatively impacts people’s health.</td>
<td>Create a map that shows where garbage hurts people the most.</td>
</tr>
</tbody>
</table>
Example of **Multi-Modal Task Logic**: Why do I have to be responsible?

<table>
<thead>
<tr>
<th>Formative Task I</th>
<th>Formative Task II</th>
<th>Formative Task III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of themselves acting responsibly and describe the picture to a partner.</td>
<td>Construct a class T-chart showing home based and school-based responsibilities.</td>
<td>Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.</td>
</tr>
</tbody>
</table>
# Why Do I Have to Be Responsible?

**New York State Social Studies Framework**

**Key Idea & Practices**

K.4: Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

- Gathering, Using, and Interpreting Evidence
- Comparison and Contextualization
- Civic Participation

**Staging the Question**

Watch a clip from the PBS Kids video *Responsibilities* and participate in a discussion unpacking the meaning of the word.

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand</strong></td>
<td><strong>Understand</strong></td>
<td><strong>Assess</strong></td>
</tr>
<tr>
<td>What does responsibility look like?</td>
<td>What are my responsibilities at home and at school?</td>
<td>What would happen if I weren’t responsible?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of themselves acting responsibly and describe the picture to a partner.</td>
</tr>
<tr>
<td>Construct a class T-chart showing home based and school-based responsibilities.</td>
</tr>
<tr>
<td>Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.</td>
</tr>
</tbody>
</table>

**Featured Sources**

- **Source A**: Image bank: Acting responsibly
- **Source A**: Teacher-located books on responsibility
- **Source A**: Image bank: Responsibility scenarios

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th><strong>ARGUMENT</strong> Why do I have to be responsible? Construct an argument supported by evidence that addresses how you can be a better member of your family and class by being responsible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking Informed Action</td>
<td><strong>ACT</strong> Demonstrate responsibility by selecting a class community-service project to undertake.</td>
</tr>
</tbody>
</table>
Formative Task I

Draw a picture of themselves acting responsibly and describe the picture to a partner.

this is me cleaning my desk
## Responsibilities

<table>
<thead>
<tr>
<th>At Home</th>
<th>At School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clean up room</td>
<td>1. Listen to the teacher</td>
</tr>
<tr>
<td>2. Set the table</td>
<td>2. Be nice to other children</td>
</tr>
<tr>
<td>3. Do my homework</td>
<td>3. Clean up after yourself</td>
</tr>
<tr>
<td>4. Pet the dog</td>
<td>4. Try my hardest</td>
</tr>
<tr>
<td>5. Be nice to my sister</td>
<td>5. Learn stuff</td>
</tr>
</tbody>
</table>

**Formative Task II**

Construct a class T-chart showing home based and school-based responsibilities.
Formative Task III

Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities.

What would happen if I was not responsible?
ARGUMENT Why do I have to be responsible? Construct an argument supported by evidence that addresses how you can be a better member of your family and class by being responsible.

Why Do I Have To Be Responsible?

Reason 1: I have to be responsible because...

Evidence: If I don't clean up somebody will have to.

Reason 2: Some privileges will be taken away

Evidence: When I play video games and I'm not supposed to my dad takes away my PST.
Did Emperor Shi Huangdi Improve China?

Unknown artist, Image of Emperor Shi Huangdi, ca. 1850. Public domain.
# Did Emperor Shi Huangdi Improve China?

| New York State Social Studies Framework Key Idea & Practices | 9.3 CLASSICAL CIVILIZATIONS—EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.  

- Gathering, Using, and Interpreting Evidence  
- Chronological Reasoning and Causation |  

| Staging the Question | Discuss what photographs of the Terra-cotta Army and the Great Wall of China communicate about the ruler responsible for them. |  

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did Shi Huangdi unify China politically?</td>
<td>How did Shi Huangdi’s reforms standardize society?</td>
<td>To what extent did Shi Huangdi’s treatment of opponents diminish his success?</td>
</tr>
</tbody>
</table>

## Formative Performance Task

- **Supporting Question 1**
  - List the actions Shi Huangdi took to unite the former Warring States.  

- **Supporting Question 2**
  - Write a summary of the laws and reforms passed by Shi Huangdi that unified China through standardization.  

- **Supporting Question 3**
  - Develop a claim supported by evidence about the extent to which Shi Huangdi’s harsh treatment of his opposition diminished his success.  

### Featured Sources

- **Source A:** Map of the Warring States period in China  
- **Source B:** Excerpt from “The Five Vermin”  
- **Source C:** “Memorial on Annexation of Feudal States”  
- **Source A:** Image bank: Objects showing the accomplishments of Shi Huangdi  
- **Source B:** Excerpt from *The Records of the Grand Historian*  
- **Source C:** *Killing the Scholars and Burning the Books*

---

### Summative Performance Task

<table>
<thead>
<tr>
<th>ARGUMENT</th>
<th>Did Emperor Shi Huangdi improve China? Construct an argument that addresses the compelling question using specific claims and historical evidence while acknowledging competing views.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTENSION</td>
<td>Have students create a Great Wall of China. Each student would complete a “brick” that represents different elements of this time period for China.</td>
</tr>
</tbody>
</table>

### Taking Informed Action

<table>
<thead>
<tr>
<th>UNDERSTAND</th>
<th>Investigate how suppressing freedom of speech affects a society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESS</td>
<td>Research current policies of suppression of freedom of speech in China and individuals who are currently imprisoned for criticizing the Chinese government (e.g., Chinese poet and Nobel Peace Prize laureate Liu Xiaobo).</td>
</tr>
<tr>
<td>ACT</td>
<td>Write a letter to Cao Jianming (through the PEN American Center website) asking for Liu Xiaobo’s release from prison or write a letter to the editor explaining a position on the freedom of speech using Liu Xiaobo or another person as an example. Either letter should discuss how limiting speech has affected Chinese expression.</td>
</tr>
</tbody>
</table>
Formative Task I

List the actions Shi Huangdi took to unite the former Warring States.

- He conquered the states through warfare
- He made the feudal lords follow his laws
- He made the feudal lords subject to all of his commands
- He took their power before they could join forces and rise against him.
- He created uniform laws
- He did not have others form policies—he made them all himself.
Shi Huangdi's reforms standardized society by making rules that applied to all members of China, which included the new areas he conquered. One thing he did was to make all of China use the same type of coins with standard weights, which would make it easier for different areas to buy things from each other and trade. He also made vehicles (carts) be the same width. This way they would know how wide to make all the roads. He also required that books use the same writing characters. This way the different parts of China could communicate with each other better. This would also make it easier for him to control how people communicate. By building the Great Wall of China, he could protect his territory, which makes him more powerful.
Formative Task III

Develop a claim supported by evidence about the extent to which Shi Huangdi’s harsh treatment of his opposition diminished his success.

**Claim**

Shi Huangdi’s treatment of his opponents diminished his success.

**Reason 1**

- Only ideas that he liked were allowed.
- Tearing down unified thoughts meant with him.
- Burning scholars who disagreed with him.
- Li Si—any criticism could mean death.
- Li Si—Burning of books from the old way of thinking.

**Evidence**

- No one was allowed to praise ideas from before China was unified.

**Counter-Claim**

Still successful because...

**Reason**

- The empire was in disorder before, feudal lords fighting for power.
  - Li Si—empire was in “disorder” before.
  - Facts arising.
  - Sima Qian—no disorder because all the laws came from the emperor.

**Evidence**

- Li Si.
Summative Essay: Did Emperor Shi Huangdi improve China?

After conquering the other six states of the Zhou dynasty, Shi Huangdi became the first emperor of a united China. To unite these very different groups of people, he implemented laws and passed policies meant to improve Chinese society. However, these were not all necessarily positive. Emperor Shi Huangdi may have unified the area politically ad socially with policies and standardization, by doing so he destroyed many aspects of Chinese culture using oppressive tactics.

Some of these things Shi Huangdi would be considered great successes. Shi Huangdi came to be emperor of China after conquering the other Chinese states, ending the Warring States period (Map, c. 260 BCE). To unite the states and create one country of China, he made rules that applied to all areas (Feizi, c. 233). All the former feudal lords had to follow his laws. They were now subject to all of his commands, though before they were in charge of their own state. He took their power away before they could join forces and rise against him (Li Si, no date). He also made sure that all the laws came from him and not other people. That way, he held all the power (Feizi, c. 233 BCE). According to Li Si, before he came to power, “the empire disintegrated and fell into disorder,” which meant the different feudal lords kept taking power and fighting with each other (Li Si 213 BCE). Now “all laws and order come from a single source,” so there wasn’t as much disorder in China (Sima Qian 109 BCE). This meant there was less fighting among the different factions of China.

Aside from laws, Shi Huangdi’s reforms standardized society by making rules that applied to all members of China, which included the new areas he conquered. One thing he did was to make all of China use the same type of coins with standard weights, which would make it easier for different areas to buy things from each other and trade (British Museum). He also made vehicles (carts) be the same width (theplanetD.com). This way they would know how wide to make all the roads. He also required that books use the same writing characters (WikiCommons Image). This way the different parts of China could communicate with each other better. This would also make it easier for him to control how people communicate. By building the Great Wall of China, he could protect his territory, which made him more powerful.

Despite these successes, Shi Huangdi's treatment of his opponents diminished his success at improving China. Trying to create a unified China meant executing scholars who disagreed with him. 460 scholars were executed. Many of these scholars were burned to death along with their books (Wu painting). By creating unified laws and rules, that meant only knowledge and ideas he liked were allowed. They would burn books from the old way of thinking. No one was allowed to praise ideas from before China was unified. Any criticism could mean death (Li Si 213 BCE). Creating a unified culture does not justify such harsh treatment. It meant destroying knowledge, which could have improved China.

Creating a unified China that no longer was at war was certainly a good thing. Keeping the feudal lords from ruling however they wanted, which could lead to war with each other, kept China at peace. Shi Huangdi was able to replace the disorder with laws and rules that everyone knew. His reforms also made trade, travel, and communication much easier within China. The Great Wall of China let him protect the area from outside people who could attack them. However, this meant killing his own people. Many of those people were scholars. By killing them and destroying their books, he was destroying knowledge that could have helped China become a better, stronger country. Although he made many improvements to China that helped it become the country it is today, his oppression of people he disagreed with did not make the country better.
Logic = Coherence

Formative work should sequence *logically or coherently* across the blueprint.
Build your formative performance task sequence.

Record your initial ideas on your Inquiry Working Document

*This is where the rubber meets to road for teachers*

*Remember to be logical!*
Recapping our work

We’ve worked on Phase 1 and Phase II of the design process.

a content angle, compelling question, and argument stems

supporting questions, tasks, and sources

now it’s onto Finishing!

The Design Path for IDM
Creating Curiosity by Staging the Compelling Question
Why Stage?

• Raises students’ level of interest and concern.
• Acts a hook.
• Activates prior knowledge.
• Encourages student thinking.
Staging the Compelling Question

• A 10-15 minute exercise to kick-start the inquiry
• The first formative task
• The establishing shot of the inquiry
Kindergarten Identity Inquiry

Is Everyone Unique?

Staging:
Engage the class in discussion of the question “Who am I?”

**Supporting Question 1**

**Am I unique?**

**Formative Performance Task**

Draw a self-portrait and respond to sentence starters.

**Featured Sources**

*Source A:* Image bank: Child engaged in different activities and roles
*Source B:* Image bank: Children engaged in different activities

**Am I the same as other people?**

**Formative Performance Task**

During a gallery walk, place sticker dots on portraits to note similarities and differences.

**Featured Sources**

*Source A:* Image bank: Groups of children engaged in different activities

**How can I be unique and the same?**

**Formative Performance Task**

Construct an individual T-chart that lists unique characteristics on one side and similar characteristics on the other.

**Featured Sources**

*Source A:* Image bank: Different people engaged in the same activity.

**Summative Performance Task**

**ARGUMENT** Is everyone unique? Construct an argument that addresses the compelling question using specific claims and relevant evidence.

**ACT** Create a video to share with parents about similarities and differences within the class.
Staging:
Consider the limits of personal freedom by taking a position on a series of current issues through a Four Corners activity.

### Supporting Question 1
What were the reasons for and against Japanese American exclusion and internment?

### Formative Performance Task

<table>
<thead>
<tr>
<th>Research Opportunity</th>
<th>Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a paragraph describing how life was disrupted for interned Japanese Americans.</td>
<td>Complete a graphic organizer comparing arguments from the majority and dissenting opinions in <em>Korematsu v. United States</em>.</td>
</tr>
<tr>
<td></td>
<td>Develop a claim supported by evidence in favor of or opposed to the Civil Liberties Act.</td>
</tr>
</tbody>
</table>

### Summative Performance Task

<table>
<thead>
<tr>
<th>ARGUMENT</th>
<th>Should freedom be sacrificed in the name of national security? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from historical sources while acknowledging competing views.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTENSION</td>
<td>Craft a statement that could be used in a court on the question of how to balance freedom and security.</td>
</tr>
</tbody>
</table>

### Taking Informed Action

<table>
<thead>
<tr>
<th>UNDERSTAND</th>
<th>Using the Question Formulation Technique (QFT), brainstorm a list of contemporary local, regional, and/or national issues where freedom and security are in tension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESS</td>
<td>Determine how to contribute to the debate on the contemporary example of the freedom versus security debate.</td>
</tr>
<tr>
<td>ACT</td>
<td>Create a statement expressing the position of students on the freedom versus security issue and distribute to appropriate outlets.</td>
</tr>
</tbody>
</table>
# Staging Possibilities

<table>
<thead>
<tr>
<th>Staging Possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Engage the class in discussion of the question “Who am I?”</td>
</tr>
<tr>
<td>- Identify and describe favorite family celebrations.</td>
</tr>
<tr>
<td>- Watch a clip from the PBS Kids video Responsibilities and participate in a discussion unpacking the meaning of the word.</td>
</tr>
<tr>
<td>- Brainstorm responses to the question “Who am I in my family?”</td>
</tr>
<tr>
<td>- Watch a video on changing the world and brainstorm the meaning of the term “citizen.”</td>
</tr>
<tr>
<td>- Discuss examples of complexity in our society today, noting things that have changed recently in society and how those things are connected, for example, cell phones and the Internet.</td>
</tr>
<tr>
<td>- Complete a think-pair-share activity to determine if any popular consumer products today might be produced through inhumane means.</td>
</tr>
<tr>
<td>- Examine two maps—one of New France in 1750 and the other of French-speaking North America in 2006 and speculate about why the maps are so different.</td>
</tr>
<tr>
<td>- Read the preamble to the Constitution and discuss how a government can achieve those goals.</td>
</tr>
<tr>
<td>- Examine political cartoons that address the current debate about immigration policy.</td>
</tr>
<tr>
<td>- Watch a brief documentary on the dedication of the National World War II Memorial and discuss how the war affected veterans’ families.</td>
</tr>
</tbody>
</table>
The implementation aspects of staging

• How can the staging task facilitate the CQ?
• How can it set up the SQs?
• How can it initiate the tasks?
• How can it feature sources?
Making Connections with Extension Tasks
Summative Extensions

• Additional or alternative ways for students to express their arguments
• In keeping with C3 Framework:

D4.3.6-8. *Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).*
Types of Extensions

• Analytical
• Community-oriented
• Creative and expressive
• Discussion-oriented
• Personal
• Project Based
### 3rd Grade Children’s Rights Inquiry

**Do people around the world care about children’s rights?**

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT</th>
<th>Do people around the world care about children’s rights? Construct an argument supported with evidence that addresses the question of whether people around the world care about the right of children.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTENSION</td>
<td>Express this argument through a class discussion using the “Take a Stand” protocol.</td>
</tr>
</tbody>
</table>

### 8th Grade Japanese Internment Inquiry

**Should freedom be sacrificed in the name of national security?**

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT</th>
<th>Should freedom be sacrificed in the name of national security? Construct an argument (e.g., detailed outline, poster, essay) using specific claims and relevant evidence from historical sources while acknowledging competing views.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTENSION</td>
<td>Write a legal brief on a case related to the balance between freedom and security.</td>
</tr>
</tbody>
</table>

### 10th Grade French Revolution Inquiry

**Was the French Revolution Successful?**

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT</th>
<th>Was the French Revolution successful? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTENSION</td>
<td>Express these arguments in a perspective-taking exercise using the medium Twitter.</td>
</tr>
</tbody>
</table>
Extension: Examine the story of emancipation told by a history textbook and propose revisions.
**Extension:** Use one of the suggested interactive mapping sources to create a map that tells a story about a region (e.g., local, national, or global).
Extension: Conduct a Socratic dialogue addressing the compelling question.
Taking Informed Action
YIKES! I didn’t sign up for this!
What does action look like?
Taking Informed Action

- Ways for students to civically engage with the inquiry
- Sometimes action is embedded in summative performance task
- In keeping with C3 Framework
  - Step 1: Understand the problem
  - Step 2: Assess the problem
  - Step 3: Take action on the problem
IDM Taking Informed Action

Research Issue relevant to Inquiry

Identifying the problem(s) and possible civic action(s)

Organizing a boycott
Organizing a fundraising event for an issue/cause
Circulating a petition
School Newspaper Special Issue
Organizing a school assembly
Uploading a PSA to a website
Bringing stakeholders together for a classroom forum.
Write a letter to an editor

Complexity of the Effort

Locus of Activity
<table>
<thead>
<tr>
<th>STEP 2: What action can I take?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Informed</strong> (INFORM)</td>
</tr>
<tr>
<td>Start conversations about your issue with others</td>
</tr>
<tr>
<td>Write an article</td>
</tr>
<tr>
<td>Create a pamphlet/flyer</td>
</tr>
<tr>
<td>Make a video</td>
</tr>
<tr>
<td>Create a public service announcement</td>
</tr>
<tr>
<td>Write a story/poem/song</td>
</tr>
<tr>
<td>Create a podcast</td>
</tr>
<tr>
<td>Draw a picture</td>
</tr>
<tr>
<td>Make a poster</td>
</tr>
<tr>
<td>Create a presentation</td>
</tr>
<tr>
<td>Create a class position statement</td>
</tr>
<tr>
<td>Take a survey on the issue</td>
</tr>
<tr>
<td>Write a suggested textbook revision</td>
</tr>
</tbody>
</table>

**EXAMPLES:**
- Write an essay about homelessness in your community
- Talk to your parents about the cleanliness of a local park
- Donate food or clothing to a food/clothing drive, homeless shelter, other related charity
- Clean up litter
- Organize a food donation drive for a homeless shelter
- Organize a cleanup project of a local park
- Start a charity to provide job and housing supports for your community’s homeless
- Write to your local councilperson about funding for more trash receptacles in your...
## Are All Rules Good Rules?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staging the Question</td>
<td>Share the compelling question with the class and have students brainstorm initial responses. Teachers should chart the responses in order to compare them with students’ ideas at the end of the inquiry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supporting Question 1

**Who makes the rules?**

**Formative Performance Task**

Create and label a wheel-spoke chart identifying the roles of rule makers and authority figures.

**Featured Sources**

- **Source A:** Image bank: Rule makers
- **Source B:** Image bank: Rules created by children
- **Source C:** Branches of Government video

### Supporting Question 2

**What does it mean to follow the rules?**

**Formative Performance Task**

Illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side.

**Featured Sources**

- **Source A:** Image bank: Signs indicating rules

### Supporting Question 3

**Can the rules ever change?**

**Formative Performance Task**

Complete a three-column chart showing the situation before a related law was changed, after the law was changed, and why the law was changed.

**Featured Sources**

- **Source A:** “Voting and the Law” article
- **Source B:** “Minimum Wage Update”

### Summative Performance Task

**ARGUMENT** Are all rules good rules? Construct an argument supported with evidence that addresses the compelling question.

**EXTENSION** Create a digital recording of the oral argument.

### Taking Informed Action

**UNDERSTAND** Review the class and school rules.

**ASSESS** Determine whether the classroom or school needs additional or revised rules.

**ACT** Create and/or revise rules for the classroom or school and educate others about how to follow the new rules.
But wait! I teach history, how do you take action on that?
### 6th Grade Ancient Societies Guided Inquiry

**What Do Pyramids Tell Us About the Past?**

<table>
<thead>
<tr>
<th>Illinois Social Science Standards</th>
<th>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staging the Question</td>
<td>Look at photographs of the Egyptian pyramids and use the Question Formulation Technique (QFT) to generate questions about pyramids.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are pyramids?</td>
<td>Guided Student Research</td>
<td>Independent Student Research</td>
</tr>
<tr>
<td></td>
<td>What do the pyramids’ artifacts tell us about Egyptian society?</td>
<td>What do pyramids tell us about other ancient societies?</td>
</tr>
<tr>
<td>Formative Performance Task</td>
<td>Formative Performance Task</td>
<td>Formative Performance Task</td>
</tr>
<tr>
<td>List key features from a series</td>
<td>Write a description of each artifact and an inference as to what it tells you about Egyptian society.</td>
<td>Research 3-5 artifacts found at other pyramids. Write a description of each artifact and what it tells you about the ancient society.</td>
</tr>
<tr>
<td>of maps and describe how each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>map uniquely answers the question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Where are pyramids?”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Featured Sources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Source B: Map of Nile River valley</td>
<td></td>
</tr>
<tr>
<td>Source C: Map of Pyramids of Giza</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>ARGUMENT What do pyramids tell us about the past? Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from historical sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTENSION Create a museum exhibit in the form of a poster or pyramid replica. In your exhibit, include 3-5 exhibit cards for your artifacts.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Taking Informed Action</th>
<th>UNDERSTAND Investigate the ethical, environmental, and/or historical challenges that modern-day archaeologists face as they study pyramid sites. ASSESS List the opportunities and challenges of uncovering the remains of lost societies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACT Write an editorial for <em>Dig Into History</em> magazine that makes young readers aware of one or more problems archaeologists face in digging up the past.</td>
</tr>
</tbody>
</table>
Other Action-Oriented Tips!
# Example of Embedded Action

## 3rd Grade Food Insecurity Inquiry

### Does My Community Have Enough Food?

| Syracuse City Curriculum Key Idea | 3.9 Communities meet their need and wants in a variety of ways forming the basis for their economy  
3.10 Each community develops an economic system that answers: What will be produced? How will it be produced?  
| Staging the Question | Where do we buy food? Brainstorm the different places where you buy food. |

#### Supporting Question 1

| Understand | What is a food desert? |
| Formative Performance Task | Create an infographic illustrating features of a food desert. |

#### Supporting Question 2

| Understand | Is my school in a food desert? |
| Formative Performance Task | Write a description of the school’s level of food insecurity. |

#### Supporting Question 3

| Assess | Where does my community need food the most? |
| Formative Performance Task | Write a claim or series of claims about where more food options are needed. |

#### Featured Sources

- **Source A:** American Nutrition Association definition  
- **Source B:** United States Department of Agriculture (USDA) definition  
- **Source C:** “Poor people cannot find fresh and healthy food,” 2014

#### Summative Performance Task

**ARGUMENT** Does my community have enough food? Construct an argument (e.g., graphic) about whether your community has enough food using at least one claim and evidence from the inquiry.

#### Taking Informed Action

**ACT** Contact the Onondaga County Health Department or your city council member with suggestions for your area to help people have easier access to healthy food (e.g., add more food options, expand bus routes, community gardens, etc.)
Provide options for action!

• Example: Can words lead to war?
  – UNDERSTAND Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).
  – ASSESS Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.
  – ACT Choose one of the options and implement it as an individual, small group, or class project.
Don’t be afraid to go small!

• Example: How do you stop a bully?
  – Understand: Study the Wisconsin ordinance that fines parents if their child is caught bullying other students.
  – Assess: Examine the extent to which the current ordinance is fair and state one’s personal stance on the ordinance.
  – Act: Have an informed conversation with an adult on whether the bullying ordinance is fair and will be effective in stopping bullying.
In the Summer of 2015 I facilitated a two week workshop with 8 high school social studies teachers on performance based assessments (PBA). This curriculum project provided the opportunity, and context, to formally introduce the C3 Framework and IDM to Fairfax County Public Schools. The team was comprised of 8 teachers who represented the four core courses of Virginia's Social Studies Curriculum – World History to 1500, World History 1500 – Present, VA/US History, and VA/US Government.

As the state of Virginia moves towards the increased use of Project-Based Assessment (PBA), instructional and
This is why we teach social studies!
Design a staging and extension task for your inquiry and sketch out a taking informed action task.

Record these on your Inquiry Working Document
The Design Path for IDM

Phase I: Framing the Inquiry

1. Finding the Right Content Angle
2. Crafting a Compelling Question That Actually Compels
3. Staging the Compelling Question through the Summative Argument Task

Phase II: Filling the Inquiry

4. Sequencing the Content through the Support Questions
5. Using Diverse Sources to Construct Arguments
6. Building Knowledge through the Formative Performance Tasks

Phase III: Finishing the Inquiry

7. Creating Curiosity by Staging the Compelling Question
8. Making Connections with Extended Tasks
9. Taking Us to the Bridge with Informed Action
10. Finishing an Inquiry by Looking Vertically
Time to share!

How are your blueprints looking?

https://padlet.com/c3teachers/2024IDMIInstitute
DAY 1 is done

IDM Summer Institute 2024