Who is at the Institute?
50
Where are we from?
22 states
3 countries
that's us

or at least how our AI friend thinks of us 😜
what a day to be in our nation’s capital!

1968...2024...
<table>
<thead>
<tr>
<th>Sessions</th>
<th>Whole group time</th>
<th>Design team time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1 (July 22)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>BUILDING AN INQUIRY</em></td>
<td>15-20 minutes</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Framing, Filling, and Finishing an Inquiry</td>
<td></td>
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<tr>
<td>Blueprint</td>
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<tr>
<td><strong>Day 2 (July 23)</strong></td>
<td></td>
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</tr>
<tr>
<td><em>BLUEPRINTING AN INQUIRY CURRICULUM</em></td>
<td>15-20 minutes</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Inquiry and Assessment</td>
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<tr>
<td>AI and Inquiry</td>
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</tbody>
</table>

https://c3teachers.org/2024-institute/
Our Agenda for Today - June 22

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Design Team work*</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - Setting the Stage for Inquiry</td>
<td></td>
</tr>
<tr>
<td>Framing an Inquiry</td>
<td></td>
</tr>
<tr>
<td>9:20 - Developing a Content Angle</td>
<td></td>
</tr>
<tr>
<td>9:35 - Design Team work (breaks built into Design Team work)</td>
<td>Exercise 1</td>
</tr>
<tr>
<td>9:55 - Writing a Compelling Question</td>
<td></td>
</tr>
<tr>
<td>10:15 - Design Team work</td>
<td>Exercise 2</td>
</tr>
<tr>
<td>10:35 - Building Argument Stems</td>
<td></td>
</tr>
<tr>
<td>10:50 - Design Team work</td>
<td>Exercise 3</td>
</tr>
<tr>
<td>Filling an Inquiry</td>
<td></td>
</tr>
<tr>
<td>11:15 - Developing Supporting Questions</td>
<td></td>
</tr>
<tr>
<td>11:30 - Design Team work</td>
<td>Exercise 4</td>
</tr>
<tr>
<td>11:50 - Recap and Break for Lunch</td>
<td></td>
</tr>
<tr>
<td>LUNCH (12:30 – 1:30)</td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>Design Team work*</td>
</tr>
<tr>
<td>1:30 - Preparing Sources for Inquiry</td>
<td></td>
</tr>
<tr>
<td>2:00 - Design Team work</td>
<td>Exercise 5</td>
</tr>
<tr>
<td>2:30 - Developing Formative Tasks</td>
<td></td>
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<tr>
<td>3:00 - Design Team work</td>
<td>Exercise 6</td>
</tr>
<tr>
<td>Finishing an Inquiry</td>
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</tr>
<tr>
<td>3:30 - Staging and Extending an Inquiry and Taking Action</td>
<td>Exercise 7</td>
</tr>
<tr>
<td>4:00 - Design Team work</td>
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<tr>
<td>4:15 - Team sharing and recap</td>
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</tr>
</tbody>
</table>

https://c3teachers.org/2024-institute/
Our Goals and Outcomes

• Learn about the C3 Framework and IDM.
• Be mindful of the needs of our students.
• Get inspired to use inquiry in our teaching.
• Build and write up an inquiry blueprint.
• Understand IDM as a curriculum and assessment system.
• Consider the future of inquiry in social studies.
Getting Social

@c3teachers_network

@c3teachers

@c3teachers

Our workspace
https://c3teachers.org/2024-institute
An Introduction to IDM
what do we want for social studies?

No thought, no idea, can possibly be conveyed as an idea from one person to another.....only by wrestling with the conditions of the problem first hand, seeking and finding his[her] own way out, does he [she] think.” [Dewey 1916, p166]

but why inquiry?
Information science helps us understand why inquiry

content in social studies

students making an argument
Inquiry
COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS

Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History
Inquiry Arc

- **Dimension 1**: Developing Questions and Planning Inquiries
- **Dimension 2**: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3**: Evaluating Sources and Using Evidence
- **Dimension 4**: Communicating Conclusions and Taking Informed Action
Students will need considerable guidance & support from adults to do inquiry.
Inquiry Design Model (IDM)
Component I
Questions

Component II
Tasks

Component III
Sources
The IDM Blueprint

NEW YORK STATE SOCIAL STUDIES RESOURCE TOOLKIT

7th Grade Uncle Tom’s Cabin Inquiry

Can Words Lead to War?

New York State Social Studies Framework Key Ideas & Practices

Staging the Question

Can Words Lead to War?

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

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 Stover’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, 1851–1853

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.
3 components of IDM in practice

- Questions
- Tasks
- Sources
Can We Afford the Super-Rich?

Supporting Questions
1. What does economic inequality look like?
2. How is economic inequality measured?
3. How is economic inequality impacted by race, gender, and class?
4. How do economic inequalities impact our society?

Unpacking the inquiry elements

Overview

Sharing the Inquiry

Sources

C3 TEACHERS
College, Career & Civic Life

Cover Page

Blueprint
The Design Path for IDM

Phase I: Framing the Inquiry

1. Finding the Right Content Angle
2. Crafting a Compelling Question That Is Actually Compelling
3. Stress Testing 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

Swan, Lee & Grant, 2017
### Inquiry Design Model (IDM) Blueprint™

1. **Finding the Right Content Angle**

2. **Crafting a Compelling Question That Is Actually Compelling**

3. **Stress Testing the Compelling Question through Argument Stems**

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Standards and Practices</th>
<th>Staging the Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Question 1</td>
<td>Supporting Question 2</td>
<td>Supporting Question 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Performance Task</th>
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<th>Formative Performance Task</th>
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</table>

<table>
<thead>
<tr>
<th>Featured Sources</th>
<th>Featured Sources</th>
<th>Featured Sources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>Extension</th>
</tr>
</thead>
</table>

**Framing the IDM Inquiry**
Finding the right content angle for your inquiry
Inquiry = Just a one day

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Inquiry</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inquiry = The whole unit

A three week Inquiry
Inquiry =  "Bigger than a lesson, Smaller than a unit!"

<table>
<thead>
<tr>
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<th>TUE</th>
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</tbody>
</table>

Three to Five Day Inquiry
Inquiry takes time

so we need to design our inquiries on topics that are worth the time

and on topics that allow students to feel known and valued!

Let’s start with your topic
Start with your topic.

Roman History
Byzantine Empire
The Silk Road
Colonial America
Imperialism
World War I

These are too big for an in-depth inquiry!
Fine tuning the topic.

The Fall of the Roman Empire
The Byzantine Empire and Christianity
Cultural Exchange and the Silk Road
**Trade and Colonial America**
Resistance to Imperialism
World War I and Modern Warfare

These are a better fit for an in-depth inquiry!
What’s the right slice of content for an inquiry on the **Trade and Colonial America**?

Content slices:
- Slavery
- Economics of tobacco
- Triangle trade
- Resistance by American Indians
- Government
- Natural resources
- Geography and development
Tobacco, Slavery, and Trade in Colonial America

- What is a “received” narrative about American Revolution that may be worth investigating in more depth.

In 1620, the population in American colonies was about 4,000. By 1650 the population was 50,000. With the start of the American Revolution, the population was 2 million and Virginia was the largest American colony with ½ million residents. Virginia was the economic and intellectual home of the Revolution.

- What else can we say, particularly about the tension in this story?

In this time, white colonists were generating tremendous wealth from tobacco cash crops through the work of 500,000 African enslaved persons. Profits from tobacco were possible because the work of enslaved persons, which was a fundamental underpinning of American “independence.”

And, the economic success of the colonials helped set the stage for the growth of the revolutionary ideas that gave birth the the United States.
Tobacco, Slavery, and Trade in Colonial America

An inquiry on this topic can lead to alternative interpretations, like this one.

The injustice of slavery rendered America fundamentally flawed by starkly contradicting the nation's founding principles of liberty and equality. Enshrined in the Declaration of Independence, the ideals that "all men are created equal" and endowed with "unalienable Rights" were undermined by the systematic enslavement and brutal exploitation of African Americans. This profound hypocrisy not only inflicted immeasurable suffering and long-lasting racial inequalities but also created deep societal and moral rifts, whose repercussions continue to challenge the nation's quest for true justice and equality.

But, does that mean the inquiry just introduces another way that we should ALL think about this topic?

Heck no - it’s just the opposite. Instead of delivering an interpretation to students, we must give them the opportunity to investigate for themselves and decide for themselves.
We want to go from this...
What is interesting or unresolved about the economics of tobacco production in Colonial America? Where is there tension in the topic and slice of content?

In the early 18th century American colonies grew wealthy and increasingly independent from British rule. The growth of the colonies set the stage for the American experiment with democracy, yet it was also dependent on the work of enslaved people.

That’s a **content angle** for an inquiry.
Final thoughts about content angle

- Avoid the content trap of trying for too much curricular breadth.

- Find a place where there is tension in the content—an issue or idea that students could argue about or interpret differently.

- Work to get at those stories that are off the beaten path and inclusive of those on the margins.
Develop a content angle for your inquiry. It’s not time yet for a question!

Use the Inquiry Working Document in your team folder.

Visit c3teachers.org/2024-institute/ to access you Design Team Folders.
## INQUIRY DESIGN WORKING DOCUMENT

<table>
<thead>
<tr>
<th>Design Challenge</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting clear about your content angle</td>
<td>List/describe the Content Topic/Angle for this inquiry.</td>
</tr>
<tr>
<td>2. Compelling Question(s)</td>
<td>Brainstorm one or more Compelling Questions that are both rigorous and relevant.</td>
</tr>
<tr>
<td>3. Argument Stems</td>
<td>List the Argument Stems (possible arguments your students might develop) here.</td>
</tr>
<tr>
<td>4. Supporting Questions</td>
<td>Unpack your compelling question by writing 3-4 content-focused Supporting Questions.</td>
</tr>
<tr>
<td>5. Featured Sources</td>
<td>List Sources that would provide your students access to information related to the content of your supporting questions.</td>
</tr>
<tr>
<td>6. Formative Performance Tasks</td>
<td>List the Formative Performance Tasks students might complete (using the sources you identified) to demonstrate their knowledge of the related content and to practice with inquiry related skills.</td>
</tr>
<tr>
<td>7. Staging the Compelling Question</td>
<td>Describe a staging task for your inquiry.</td>
</tr>
<tr>
<td>8. Extensions</td>
<td>Describe an extension task through which students demonstrate what they have learned in the inquiry for a different audience or in a different medium.</td>
</tr>
<tr>
<td>9. Taking Informed Action</td>
<td>Describe a Taking Informed Action sequence through which students demonstrate their understanding of a problem, their assessment of how the problem may be addressed, and their informed action.</td>
</tr>
</tbody>
</table>

In your Design Team folder
Crafting a Compelling Question that’s actually compelling
IDM™ Follows C3 Inquiry Arc

If students are asked a COMPELLING QUESTION …
OK you have a content angle, now what?
What are Compelling Questions

- They set the opening frame for an inquiry.
- Situate the content angle
- Expresses the intellectual rigor and student relevance of an inquiry.
- Sets up the summative argument.
• Reflects an enduring issue, concern, or debate in the field.

• Typically demands the use of multiple disciplinary lenses (e.g., historical, geographic, economic, civic).
Student Relevance

• Reflects a quality or condition that we know students care about in their lives.
• Honors and respects students’ intellectual efforts.
Which Ancient Chinese innovation had the greatest impact?

Was Greek Democracy a Success?

Are students protected by the First Amendment?

What does it take to secure equality?

Am I going to vote?

Is Jim Crow dead?

Do we have to have rules?
Types of Compelling Questions

- **Broad-brush questions**: Is everyone unique? Is freedom absolute?
- **Case Study Questions**: Did the printing press preserve the past or invent the future?
- **Personalized**: Am I going to vote?
- **Problem based questions**: What should be done about the gender wage gap?
- **Comparative**: How could Americans be happier?
Types of Compelling Questions

- **Evaluative**: What symbol best represents the United States?
- **Word Play questions**: Was New Deal a good deal?
- **Ironic**: Is greed good?
- **Mystery**: What do the buried secrets of Tenochtitlan tell us about the Aztecs?
- **Yes/No**: Are all rules good rules?
Examples of different types of CQ

Problem based: Should you be able to burn a flag?

Word play: Should the 1st Amendment be first?

Ironic: Is your speech free?

Yes/No: Is the suppression of the 1st Amendment during times of crisis ever justified?

Broad brush:
Is freedom absolute?

Evaluative/Personalized: Are students protected by the 1st Amendment?
Evaluative/Personalized: What makes a good rule, good?

Problem based: Should we make a rule about _____________?

Word play: Why is the golden rule golden?

Broad brush: Why do we need rules?

Yes/No: Are all rules good rules?
Some questions we’ve seen over the years.

_and we’ve seen lots of them!

Check out our collection here.
How did the Enlightenment impact the American revolution and the French Revolution?

➢ How did the Enlightenment shed light on the human condition?

■ How did reason lead to revolution?
Write a compelling question that frames your content angle.

Use the Inquiry Working Document in your team folder.

Visit c3teachers.org/2024-institute/ to access your Design Team Folders.
## Design Challenge 1
**Getting clear about your content angle**

List/describe the Content Topic/Angle for this inquiry.

## Design Challenge 2
**Compelling Question(s)**

Brainstorm one or more Compelling Questions that are both rigorous and relevant.

## Design Challenge 3
**Argument Stems**

List the Argument Stems (possible arguments your students might develop) here.

## Design Challenge 4
**Supporting Questions**

Unpack your compelling question by writing 3-4 content-focused Supporting Questions.

## Design Challenge 5
**Featured Sources**

List Sources that would provide your students access to information related to the content of your supporting questions.

## Design Challenge 6
**Formative Performance Tasks**

List the Formative Performance Tasks students might complete (using the sources you identified) to demonstrate their knowledge of the related content and to practice with inquiry related skills.

## Design Challenge 7
**Staging the Compelling Question**

Describe a staging task for your inquiry.

## Design Challenge 8
**Extensions**

Describe an extension task through which students demonstrate what they have learned in the inquiry for a different audience or in a different medium.

## Design Challenge 9
**Taking Informed Action**

Describe a Taking Informed Action sequence through which students demonstrate their understanding of a problem, their assessment of how the problem may be addressed, and their informed action.
Stress Testing the Compelling Question through Argument Stems
If students are asked a **COMPELLING** QUESTION…

Students answer in the form of a **SUMMATIVE ARGUMENT**
Backward Design

1. Identify Desired Results.

Big Ideas and Skills

2. Determine acceptable evidence.

Culminating Assessment Task

3. Plan learning experiences and instruction.

Learning Events

Why does IDM converge on the argument?

Or, what is so special about arguments in social studies?
Arguments allow us to express what we know.

Content in social studies

Students making an argument
Wisdom has a special place among the virtues: other virtues typically allow of misuse or of undesirable surpluses. Thus, an intellectually gifted person may use her intelligence to commit fraud, and a witty person may use her wit to ridicule others. One may be kind to a fault, courageous to the point of foolhardiness, too patient, or too generous. But one cannot, it seems, be too wise or put one’s wisdom to bad use. When it comes to wisdom, good use is part of the very notion of wisdom. (Fileva & Tresan 2013, 234)
### 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 You Tube Clip <a href="https://www.youtube.com/watch?v=dQw4w9WgXcQ">Does My Vote Count?</a> and begin a discussion of how elections work.</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><strong>What is the Electoral College?</strong></td>
<td><strong>What are the pros and cons of the Electoral College?</strong></td>
<td><strong>Does the Electoral College function today as it did originally?</strong></td>
</tr>
</tbody>
</table>

**Formative Performance Task**
- Write a paragraph the Electoral College as it is used in America.
- Create a T chart to illustrate pros and cons of the electoral college.
- Create a position in support or opposition to the question and support with evidence.

**Featured Sources**
- **Source A:** [What is the Electoral College?](https://www.c-span.org/video/?id=12769-1)
- **Source B:** Schoolhouse Rock Electoral College video
- **Source C:** [Why the Electoral College?](https://www.c-span.org/video/?id=12769-1)
- **Source A:** The Electoral College: Top 3 Pros and Cons
- **Source B:** Chart of Pros and Cons of Electoral College
- **Source C:** Why The Electoral College Is More Relevant Today Than Ever Before

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th><strong>ARGUMENT:</strong> “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 <strong>both</strong> historic and current sources while acknowledging competing views.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTENSION</td>
<td>Create an alternative plan to elect the president of the United States.</td>
</tr>
</tbody>
</table>

| 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. |

**Almost same language in every inquiry**
**What does argumentation look like in an inquiry?**

<table>
<thead>
<tr>
<th>Are Students Protected by the First Amendment?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illinois Learning Standards for Social Science</strong></td>
</tr>
</tbody>
</table>

| **Summative Performance Task** | **ARGUMENT** Are students protected by the First Amendment? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views. |

Almost same language in every inquiry
So what is an argument?

An argument is a collection of claims supported by relevant evidence, which can be considered an answer to the question investigated by the research.

As arguments become more sophisticated, students might include counterclaims.
An ARGUMENT can be made up of a single claim
Does GDP tell the right story?

GDP tells an oversimplified story of a country’s economic growth and stability because it does not account for a country’s social health.
GDP tells an oversimplified story of a country’s economic growth and stability because:

- GDP does not account for social health
- GDP does not account for income distribution

Does GDP tell the right story?
ARGUMENT

Claim #1

Claim #2

Claim #3
GDP tells an oversimplified story of a country’s economic growth and stability because:

- GDP does not account for social health
- GDP does not account for negative externalities
- GDP does not account for income distribution

Does GDP tell the right story?
GDP tells an oversimplified story of a country’s economic growth and stability because:

- GDP does not account for social health
- GDP does not account for negative externalities
- GDP does not account for income distribution

But, GDP does allow you to compare

Does GDP tell the right story?
Claim #1: GDP does not account for social health.

Evidence 1: RFK stated that while our GDP is growing, it “does not allow for the health of our children, the quality of their education, or the joy of their play” and measures everything “except that which makes life worthwhile.”

Evidence 2: Since 1970, Index of Social Health: Decreased from 64.0 in 1970 to 50.2 in 2011.

Evidence 3: Social Index numbers stand in contrast to steep rise of GDP over same time period.
GDP says nothing about the social needs of a country. In 1968, Robert F. Kennedy gave a speech at the University of Kansas, where he summarized the shortcomings of GDP. Kennedy stated that while our GDP is growing, it “does not allow for the health of our children, the quality of their education, or the joy of their play (Doc E).” His words are still true today. For example, since 1970, the Index of Social Health has steadily decreased from 64.0 in 1970 to 50.2 in 2011 (Doc F). In particular, nine of the sixteen performance indicators that make up the Index, such as child poverty, child abuse, and health insurance coverage, have shown a lack of progress over the past forty years (Doc F). These numbers stand in stark contrast to steep rise of GDP (Doc B) over the same time period. As Kennedy so eloquently stated, GDP can “measure everything, in short except that which makes life worthwhile (Doc E).”
Argumentation works in elementary grades as well!
Argumentation works in elementary grades as well!

Why Do I Have To Be Responsible?

I have to be responsible because

If I don't clean up somebody will have to

Evidence: when I don't clean up my lunch spot my teacher has to. That's not fair

Some privileges will be taken away

Evidence: when I play videos games and I'm not suppose to my Dad takes away my PST.
How do I share peace?

I share peace by helping to keep our Earth clean by recycling things.

NOAH
ARGUMENT STEMS allow us to pressure test the compelling question to see if it will work as a frame to the argument.

*In other words, you can have a really pretty question but if it doesn’t function…..then it ain’t no good.*
Don and Jeff—7th Grade Geography

• Initial question: Is conflict always about difference?
• Ending Question: Why is conflict so difficult to resolve?
Argument stems are different ways to answer the compelling question.
Conflict is difficult to resolve [Argumentative stance] because there are often deep-seated historical events that prevent resolution [Claim 1].

Conflict is difficult to resolve [Argumentative stance] because economic inequality creates power struggles between clashing sides [Claim 1].

Conflict is difficult to resolve [Argumentative stance] because polarized religious beliefs can create irreconcilable differences [Claim 1].
Why was the Korean War “forgotten”?

• The Korean War was “forgotten” because it started as a police action and slowly progressed to a conflict.
• The Korean War was “forgotten” because Americans were focused on other domestic issues facing the country (e.g., consumerism, economy).
• The Korean War was “forgotten” because veterans came home to a different social climate than after World War II, leaving many to remain relatively silent about their wartime experiences.
• The Korean War was “forgotten” because it is often eclipsed by World War II, the Vietnam War, the larger Cold War, and other domestic concerns in textbooks.
What map tells the best story?

- A street map tells the best story because it shows you where different places are.
- Physical maps tell the best story because they show you what kind of land a place has.
- World maps tell the best story when they show the true size of a place because they show how big different places really are.
- Different sized maps (proportional) tell the best story, because they show you important things affecting the people there.
Does Debt Matter?

- The federal debt does matter. Excessive debt slows the economy, burdens future generations, and represents the spending of money the government does not have, thus increasing the tax burden on the country.

- The federal debt does not matter. The government provides important programs that must be maintained and money can be ‘cheaply’ borrowed from the government itself. Further, inflationary policies can lead to full-employment and an equitable economy.
What is the most important rule of all?

• The most important rule is one I have at home: Don’t run in the house.

• The most important rule is one I have at school: Raise your hand.

• The most important rule is one I have in the community: Walk or ride your bike on the sidewalk, away from cars.

• The most important rule is a new one I wrote: Be kind to others.
Why do we do argument stems?

- For the design process.
- To avoid problematic questions.

- Is slavery justifiable?
- Were the Aztecs (or other group) civilized?
- Was Hitler a good leader?
Stress test your compelling question with argument stems and record your ideas on your Inquiry Working Document

Post your compelling question with argument stems on our Padlet Wall -
https://padlet.com/c3teachers/2024IDMIInstitute
Compelling Questions and Argument Stems

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 Statically Compels
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Phase II: Filling the Inquiry
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8. Making Connections with Extension Tasks
9. Taking it to the Bridge with Informed Action
10. Finishing an Inquiry by Looking Vertically
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<td>Staging the Question</td>
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<th>Summative Performance Task</th>
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<td>Taking Informed Action</td>
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### Sequencing the Content through Supporting Questions

### Using Disciplinary Sources to Construct Arguments

### Building Knowledge through the Formative Performance Tasks

### Filling the IDM Inquiry
If students are asked a **COMPELLING QUESTION** …

In the middle are the **SUPPORTING QUESTIONS & FORMATIVE TASKS & SOURCES**

Students answer in the form of a **SUMMATIVE ARGUMENT**

**IDM™ Follows C3 Inquiry Arc**
This is the heart of our inquiry work

• In order to make an evidenced-based argument students need to,
  – build up their knowledge.
  – practice with argumentation skills.

• This is where we get into formative work—there is no gotcha summative assessment.

• Designing formative work requires logic: question logic, source logic, task logic.
Formative work should sequence logically across the blueprint.
Sequencing the content through Supporting Questions
Supporting Questions

- Contribute to understanding of compelling question
- Focus on descriptions, definitions, and processes.
Supporting questions unpack the compelling questions or compelling questions as to supporting questions like…

- Roof (CQ)...Walls (SQ)
- Stool (CQ)...Legs (SQ)
- Tree (CQ)...Roots (SQ)
Question Examples

• Compelling Question:
  – Was the American Revolution revolutionary?

• Supporting Question:
  – What were the regulations placed on the colonists under the Townshend Acts?
• **Compelling Question:**
  – What does it take to secure equality?

• **Supporting Question:**
  – How did African Americans advocate for their rights?
• **Compelling Question:**
  – How should we elect the President of the United States?

• **Supporting Question:**
  – What is the process for nominating presidents to represent political parties in the general election?
Supporting Questions should be coherent with the compelling question and with the arguments students craft.

Supporting Questions should build in academic content as students move from the first supporting question to the last.
Example of **Concept to Analysis**: Do people around the world care about children’s rights?

Supporting Question 1: What are children’s rights?

Supporting Question 2: Why are children’s rights violated in some places?

Supporting Question 3: How do people work to protect children’s rights?
Example of Example-Driven Sequence:
Does development mean progress?

Supporting Question 1
What are the impacts of development in Kenya?

Supporting Question 2
What are the impacts of development in Botswana?

Supporting Question 3
What are the impacts of development in Algeria?

Supporting Question 4
Does development impact different African countries in different ways?

Example 1
Example 2
Example 3
Comparison
Example of Chronological Sequence:
Was the French Revolution successful?

Supporting Question 1
What were the social, economic, and political problems in pre-revolutionary France?

Supporting Question 2
How did the relationship between the French people and the king change in the early stages of the Revolution?

Supporting Question 3
How did Robespierre justify the Reign of Terror?

Supporting Question 4
Did Napoleon’s rise to power represent a continuation of or an end to revolutionary ideals?

Organized by chronology
Example of Disciplinary Sequence:

What should be done about the gender wage gap?

Supporting Question 1
What are the challenges in accurately calculating the gender wage gap?

Supporting Question 2
Why has the gender wage gap changed over time?

Supporting Question 3
Where is the gender wage gap the most pronounced?

Supporting Question 4
Is there a political solution to the gender wage gap?
## Summary of Question Logics*

<table>
<thead>
<tr>
<th>Type of Question Logic</th>
<th>Definition</th>
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<tr>
<td>Chronological</td>
<td>SQs are sequenced across time</td>
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<tr>
<td>Event Driven</td>
<td>SQ are sequenced by events</td>
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<tr>
<td>Multidisciplinary</td>
<td>SQs are sequenced across subject matter disciplines</td>
</tr>
<tr>
<td>Disciplinary</td>
<td>SQs are sequenced within a single subject matter discipline</td>
</tr>
<tr>
<td>Example-driven</td>
<td>SQs are sequenced to illustrate cases of a phenomenon</td>
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<tr>
<td>Concept to analysis</td>
<td>SQs are sequenced from an initial concept, to an associated concept, and then to analysis.</td>
</tr>
<tr>
<td>Contrasting perspectives</td>
<td>SQs are sequenced to illuminate differing points of view on an issue</td>
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*We are sure there are more out there….but this should get us started!
Create a supporting question sequence. *If you’re stuck, try to rewrite your argument stems as supporting questions.*

Put your supporting questions on your working document and add to your padlet post [https://padlet.com/c3teachers/2024IDMInstitute](https://padlet.com/c3teachers/2024IDMInstitute)
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Check out our work!

https://padlet.com/c3teachers/2024IDMInstitute
Lunch