Our Goals and Outcomes

● Learn about the Inquiry Design Model.

● Learn more about the inquiry blueprint.

● Develop a sense for how we can create inquiries with connected questions, tasks, and sources.

● Engage in a discussion about moving inquiry forward in the state.
The C3 Inquiry Arc
Inquiry Design Model (IDM)
### Questions

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

### Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Summarize the plot of <em>Uncle Tom’s Cabin</em> and identify main ideas and supporting details from Stowe’s description of slavery in the book.</strong></td>
</tr>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Identify four quotes in the sources that point to Stowe’s motivation and write a paragraph explaining her motivation.</strong></td>
</tr>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Participate in a structured discussion regarding the impact <em>Uncle Tom’s Cabin</em> had on abolitionism.</strong></td>
</tr>
</tbody>
</table>

### Sources

<table>
<thead>
<tr>
<th>Source A</th>
<th>Source B</th>
<th>Source C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of <em>Uncle Tom’s Cabin</em></td>
<td>Excerpts from <em>Uncle Tom’s Cabin</em></td>
<td>Illustrations from <em>Uncle Tom’s Cabin</em></td>
</tr>
<tr>
<td>Source A: Harriet Beecher Stowe’s concluding remarks to <em>Uncle Tom’s Cabin</em></td>
<td>Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman</td>
<td>Source C: Sales of <em>Uncle Tom’s Cabin</em>, 1851–1853</td>
</tr>
</tbody>
</table>

### Components of IDM in Practice

**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?”

**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 We Afford the Super-Rich?

Supporting Questions

1. How does economic inequality impact income, labor force participation, and wealth?
2. How does economic inequality affect social mobility and educational outcomes?
3. How does economic inequality impact health and life expectancy?

Supporting Question 1

Econ 140: Overview

Economic inequality is a major concern in the United States and around the world. It has been identified as a significant factor in a wide range of social and economic outcomes, including income, education, health, and political power. In this section, we will explore the main factors that contribute to economic inequality and examine some of the strategies that have been proposed to address it.

Supporting Question 2

Econ 140: Overview

Economic inequality is a major concern in the United States and around the world. It has been identified as a significant factor in a wide range of social and economic outcomes, including income, education, health, and political power. In this section, we will explore the main factors that contribute to economic inequality and examine some of the strategies that have been proposed to address it.

Supporting Question 3

Econ 140: Overview

Economic inequality is a major concern in the United States and around the world. It has been identified as a significant factor in a wide range of social and economic outcomes, including income, education, health, and political power. In this section, we will explore the main factors that contribute to economic inequality and examine some of the strategies that have been proposed to address it.

Sources

- Bureau of Labor Statistics (BLS)
- U.S. Census Bureau
- World Bank
- International Monetary Fund (IMF)
- OECD
- The Conference Board

Sharing the Inquiry

Unpacking the inquiry elements
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
Finding the Right Content Angle

Crafting a Compelling Question That Is Actually Compelling

Stress Testing the Compelling Question through the Summative Argument Task

Framing the IDM Inquiry
Finding the right content angle for the inquiry
<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
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</thead>
<tbody>
<tr>
<td>Lesson</td>
<td></td>
<td>Inquiry</td>
<td></td>
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</table>

Inquiry = Just a one day

Three Week Unit
Inquiry = The whole unit

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
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<th>FRI</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>A three week Inquiry</td>
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</tbody>
</table>
Inquiry = “Bigger than a lesson, Smaller than a unit!”

<table>
<thead>
<tr>
<th></th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
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<th>FRI</th>
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<tbody>
<tr>
<td>Lesson</td>
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<td>Three to Five Day Inquiry</td>
</tr>
</tbody>
</table>

Three Week Unit
Finding the right content slice

Content slices that are worth the time!
Crafting a Compelling Question That Is Compelling and Critical
If students are asked a **COMPELLING QUESTION** …
Characteristics of compelling questions:

- Set the opening frame for an inquiry
- Express the criticality
- Set up the summative argument
- Express the intellectual rigor and student relevance of an inquiry
Did Abraham Lincoln really want to free the slaves?

What Ended Apartheid?

What did freedom mean for Anna?

Is it ever too late for justice?

How did slavery shape my state?

Did we overcome racism yet?

Why Did the South Secede?

How Did Sugar Feed Slavery?
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?

• **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?
Stress Testing the Compelling Question through the Summative Argument Task
If students are asked a **COMPELLING QUESTION**…

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

IDM Follows C3 Inquiry Arc
Inquiry helps us to make an argument (and it’s a performance assessment!)

What is an argument?

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

As arguments become more sophisticated, students might include **counterclaims**.
### Are Students Protected by the First Amendment?

| Illinois Learning Standards for Social Science | SS.CV.4.9-12 Civic and Political Institutions: Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights. |

| 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
An ARGUMENT can be made up of a single claim

Evidence  Evidence  Evidence
Argument stems are different ways to answer the compelling question.
**Massachusetts standards**

**Staging the Compelling Question**

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
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**Formative Performance Task**

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<th>Formative Performance Task</th>
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**Featured Sources**

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</table>

**Summative Performance Task**

<table>
<thead>
<tr>
<th>Argument</th>
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<tbody>
<tr>
<td>Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</td>
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</tbody>
</table>

**Taking Informed Action**

<table>
<thead>
<tr>
<th>Understand:</th>
<th>Assess:</th>
<th>Act:</th>
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<tbody>
<tr>
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<tr>
<td>Compelling Question</td>
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<td></td>
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<tr>
<td>Standards and Practices</td>
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<tr>
<td>Staging the Question</td>
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</table>

**Sequencing the Content through Supporting Questions**

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
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<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Formative Performance Task</td>
<td>Formative Performance Task</td>
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</table>

**Using Disciplinary Sources to Construct Arguments**

<table>
<thead>
<tr>
<th>Summative Performance Task</th>
<th>Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extension</td>
</tr>
</tbody>
</table>

**Taking Informed Action**

**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**
Argumentation is like running a marathon...students need to train for it.
In order to make a coherent and evidenced-based argument,
- students need a strong content/conceptual foundation
- students need 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.
Logic = Coherence

Formative work should sequence *logically or coherently* across the blueprint.
Sequencing the Content through Supporting Questions
IDM Formative Work

Supporting Questions

• Contribute to understanding of compelling question
• Focus on descriptions, definitions, and processes.
• Supporting Questions unpack the content in the compelling question.

• Supporting Questions also build the content as students move from the first supporting question to the last.
Was the French Revolution successful?

Supporting Question 1
What were the experiences of Korean children during the Korean War?

Supporting Question 2
What were the experiences of Korean children during the Korean War from the perspective of soldiers?

Supporting Question 3
What are the human costs of displacement and war?

Organized by perspectives
# Summary of Question Logics

<table>
<thead>
<tr>
<th>Type of Question Logic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td>SQs are sequenced across time</td>
</tr>
<tr>
<td>Event Driven</td>
<td>SQ are sequenced by events</td>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

*We are sure there are more out there….but this should get us started!"
Using Disciplinary Sources to Construct Arguments
IDM Formative Work

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

Featured Sources
• Using sources for the purpose of curiosity & engagement.
• Focusing on relevance and what we know students care about.
Building Background Knowledge

• Sources in an inquiry contain the disciplinary knowledge (content and concepts) students need to complete tasks.
Constructing Arguments with Evidence

- Inquiries result in arguments.
- Sources contain information that can be used as evidence in an argument.
Source Logic:
Variety of source type, complexity & perspective
Preparing Sources for Inquiry
Adapting Sources

• **Excerpting**: remove words
• **Modifying**: change words
• **Annotating**: add clarifying words
Building Knowledge through the Formative Performance Tasks
IDM Formative Work

1) Surface students’ knowledge of the supporting question, and
2) Support students in constructing their arguments.
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.
Formative work should sequence **logically or coherently** across the blueprint.

**Logic = Coherence**
A few Design Notes

1. Try rewriting the supporting question as a formative performance task.
2. Consider using existing pedagogical routines and protocols.
3. Use performance verbs.

<table>
<thead>
<tr>
<th>Construct</th>
<th>Propose</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write</td>
<td>Research</td>
<td>Conduct</td>
</tr>
<tr>
<td>Participate</td>
<td>Perform</td>
<td>Make</td>
</tr>
<tr>
<td>List</td>
<td>Draw</td>
<td>Assemble</td>
</tr>
<tr>
<td>Develop</td>
<td>Brainstorm</td>
<td>Simulate</td>
</tr>
<tr>
<td>Label</td>
<td>Complete</td>
<td>Build</td>
</tr>
<tr>
<td>Complete</td>
<td>Illustrate</td>
<td>Sort</td>
</tr>
<tr>
<td>Define</td>
<td>Summarize</td>
<td>Rank</td>
</tr>
<tr>
<td>7</td>
<td>Creating Curiosity by Staging the Compelling Question</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Making Connections with Extension Tasks</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Taking It to the Bridge with Informed Action</td>
<td></td>
</tr>
</tbody>
</table>

### Inquiry Design Model (IDM) Blueprint

<table>
<thead>
<tr>
<th>Compelling Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Practices</td>
</tr>
<tr>
<td>Staging the Question</td>
</tr>
<tr>
<td>Supporting Question 1</td>
</tr>
<tr>
<td>Formative Performance Task</td>
</tr>
<tr>
<td>Featured Sources</td>
</tr>
<tr>
<td>Summative Performance Task</td>
</tr>
<tr>
<td>Argument</td>
</tr>
<tr>
<td>Taking Informed Action</td>
</tr>
</tbody>
</table>
Creating Curiosity by Staging the Compelling Question
• A 15-25 minute exercise to become kick start the inquiry.
• Opens the inquiry.
• May be the most important task— the establishing shot of the inquiry because it,
  ○ raises students’ level of concern and
  ○ activates their prior knowledge.
Making Connections with Extension Tasks
• Additional or alternative ways for students to express their arguments

*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).*
Was the Development of Agriculture Good for Humans?

New York State Social Studies Framework Key Idea & Practices

| Extension: Conduct a Socratic dialogue addressing the compelling question. |

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 BCE – ca. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

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

Staging the Question

Make a list of the greatest innovations and write a statement about why particular innovations appear on the list.

Source C: Graph of changes in rates of disease

Source C: Image bank: Neolithic farming tools

ARGUMENT 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.

EXTENSION Conduct a Socratic dialogue addressing the compelling question.

UNDERSTAND Find an example of a modern development (like agriculture) that has resulted in a variety of consequences for humans.

ASSESS Determine the intended and unintended consequences of the innovation identified.

ACT Publish a public service announcement about the intended and unintended consequences of the innovation.
**What Made Nonviolent Protest Effective during the Civil Rights Movement?**

<table>
<thead>
<tr>
<th>New York State Social Studies Framework Key Idea &amp; Practices</th>
<th>11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – PRESENT): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of federal government in regulating the economy and providing a social safety net.</th>
<th>Gathering, Using, and Interpreting Evidence</th>
<th>Chronological Reasoning and Causation</th>
</tr>
</thead>
</table>

**Staging the Question**
Discuss the recent die-in protests and the extent to which they are an effective form of nonviolent direct-action protest.

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the impact of the</td>
<td>Guided Student Research</td>
<td>Independent Student Research</td>
</tr>
<tr>
<td></td>
<td>What made the Montgomery bus</td>
<td>How did others use nonviolence</td>
</tr>
</tbody>
</table>

**Extension:**
Discuss the following: If the country were to build a monument or memorial (e.g., Mount Rushmore or the Vietnam War Memorial) for nonviolent heroes of the civil rights movement, what type of monument should it be and who, if anyone, should be on it?

<table>
<thead>
<tr>
<th>Task</th>
<th>EXTENSION Discuss the following: If the country were to build a monument or memorial (e.g., Mount Rushmore or the Vietnam War Memorial) for nonviolent heroes of the civil rights movement, what type of monument should it be and who, if anyone, should be on it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNDERSTAND Examine several oral history archives. Focus on archives that feature individuals who participated in nonviolent protest within the civil rights movement.</td>
</tr>
<tr>
<td></td>
<td>ASSESS Discuss the limitations of oral history and note its contribution to our understanding of the past.</td>
</tr>
<tr>
<td></td>
<td>ACT Create an oral history archive of individuals who participated in or witnessed a nonviolent direct-action protest.</td>
</tr>
</tbody>
</table>
Taking It to the Bridge with Informed Action
YIKES! I didn’t sign up for this!
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
<table>
<thead>
<tr>
<th>Action Possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Create a Facebook page on an issue</td>
</tr>
<tr>
<td>✅ Write a letter to a government official</td>
</tr>
<tr>
<td>✅ Speak at a school, town, or city meeting</td>
</tr>
<tr>
<td>✅ Present to a local civic organization</td>
</tr>
<tr>
<td>✅ Organize a “flyer” campaign to raise awareness</td>
</tr>
<tr>
<td>✅ Volunteer</td>
</tr>
<tr>
<td>✅ Form a club</td>
</tr>
<tr>
<td>✅ Contact an organization with whose platform you agree and see how you can get involved</td>
</tr>
</tbody>
</table>

| ✅ Initiated an informed conversation |
| ✅ Interview an expert or activist |
| ✅ Conduct and publish a survey that gauges community opinion |
| ✅ Invite a guest speaker |
| ✅ Create a poster and hang it in a public space |
| ✅ Promote a cause on Instagram or Twitter |
| ✅ Work collaboratively to write a resolution |

| ✅ Present to another class |
| ✅ Write an article for the school newspaper |
| ✅ Present on the morning announcements |
| ✅ Have a debate with invited guests |
| ✅ Create a community education pamphlet |
| ✅ Create a class position statement |
| ✅ Organize a community service |
| ✅ Organize a rally |
| ✅ Write (and perform) a song on an issue |
### Are All Rules Good Rules?

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who makes the rules?</strong></td>
<td><strong>What does it mean to follow the rules?</strong></td>
<td><strong>Can the rules ever change?</strong></td>
</tr>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Formative Performance Task</strong></td>
</tr>
<tr>
<td>Create and label a wheel-spoke chart identifying the roles of rule makers and authority figures.</td>
<td>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.</td>
<td>Complete a three-column chart showing the situation <em>before</em> a related law was changed, <em>after</em> the law was changed, and <em>why</em> the law was changed.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Featured Sources</th>
<th>Featured Sources</th>
<th>Featured Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source A:</strong> Image bank: Rule makers</td>
<td><strong>Source A:</strong> Image bank: Signs indicating rules</td>
<td><strong>Source A:</strong> “Voting and the Law” article</td>
</tr>
<tr>
<td><strong>Source B:</strong> Image bank: Rules created by children</td>
<td></td>
<td><strong>Source B:</strong> “Minimum Wage Update”</td>
</tr>
<tr>
<td><strong>Source C:</strong> Branches of Government video</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### New York State Social Studies Framework Key Idea & Practices

**K.5:** Rules affect children and adults, and people make and change rules for many reasons.

- Gathering, Using, and Interpreting Evidence
- Civic Participation

#### Staging the Question

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.

#### Kindergarten Rules Inquiry

<table>
<thead>
<tr>
<th>Taking Informed Action</th>
<th>ARGUMENT</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative Performance Task</strong></td>
<td>Are all rules good rules? Construct an argument supported with evidence that addresses the compelling question.</td>
<td>Create a digital recording of the oral argument.</td>
</tr>
</tbody>
</table>

#### 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.
10 Finishing an Inquiry by Looking Vertically
### Example of horizontal alignment: Was the French Revolution successful?

<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>What were the social, economic, and political problems in prerevolutionary France?</td>
<td>How did the relationship between the French people and the king change in the early stages of the Revolution?</td>
<td>How did Robespierre justify the Reign of Terror?</td>
<td>Did Napoleon’s rise to power represent a continuation of or an end to revolutionary ideals?</td>
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<td>Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.</td>
<td>Write a summary of Robespierre’s justification for the Reign of Terror and identify two key details that support his justification.</td>
<td>Develop a claim supported by evidence about whether Napoleon’s rise to power represents a continuation of or an end to revolutionary ideals.</td>
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<th>Featured Sources</th>
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</table>
| **Source A:** Political cartoon of the Three Estates | **Source A:** *Declaration of the Rights of Man and Citizen*  
**Source B:** Graph of the Three Estates  
**Source C:** *Cahiers de Doléances* of 1789 | **Source A:** Engraving of Robespierre and the guillotine  
**Source B:** *Declaration of the Rights of Woman and Citizen*  
**Source C:** Decree Abolishing the Feudal System | **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 Argument
## Example of vertical alignment:
**Was the French Revolution successful?**

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### Formative Performance Task
- **Supporting Question 1**: List social, economic, and political problems in prerevolutionary France.
- **Supporting Question 2**: Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.
- **Supporting Question 3**: Write a summary of Robespierre’s justification for the Reign of Terror and identify two key details that support his justification.
- **Supporting Question 4**: 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
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- **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
The Design Path for IDM

Phase I: Framing the Inquiry
- Finding the Right Content Angle
- Crafting a Compelling Question That Is Actually Compelling
- Stress Testing the Compelling Question through the Summative Argument Task

Phase II: Filling the Inquiry
- Sequencing the Content through the Supporting Questions
- Using Disciplinary Sources to Construct Arguments
- Building Knowledge through the Formative Performance Tasks

Phase III: Finishing the Inquiry
- Creating Curiosity by Staging the Compelling Question
- Making Connections with Extension Tasks
- Taking it to the Bridge with Informed Action
- Finishing an Inquiry by Looking Vertically

Swan, Lee & Grant, 2017
As an Assessment System

IDM provides two powerful assessment opportunities.

A single inquiry is a contained assessment

A loop of inquiries is an assessment program
Formative assessment tasks are opportunities for students to learn and teachers to communicate to students about their understandings and progress toward learning goals.

Summative assessment tasks are evaluative and provide opportunities to determine skill acquisition, and academic achievement at the conclusion of a defined instruction.
As an Assessment System

IDM provides two powerful assessment opportunities.

A single inquiry is a contained assessment

A loop of inquiries is an assessment program

Inquiry-Based Curriculum focusing on multiple perspectives

Types of Inquiry

- Focused Inquiry
- Focused Inquiry
- Focused Inquiry
- Focused Inquiry
- Focused Inquiry
- Focused Inquiry
- Focused Inquiry
- Focused Inquiry

Questions: How Should we remember ____________?
Tasks: Claims with evidence
Sources: Multiple, competing and corroborating source sets
HORIZONTAL CURRICULAR LOOP

INQUIRY 1    INQUIRY 2    INQUIRY 3    INQUIRY 4    INQUIRY 5    INQUIRY 6

MULTIPLE PERSPECTIVES

FALL        WINTER        SPRING
Multiple Performance Assessment Tasks

CHANGING TOPICS ACROSS GRADE LEVELS

6TH GRADE

7TH GRADE

8TH GRADE

INQUIRY
QUESTIONS TASKS SOURCES

VERTICAL CURRICULUM LOOP