



John Lee

NHCSS 2021 Virtual Conference

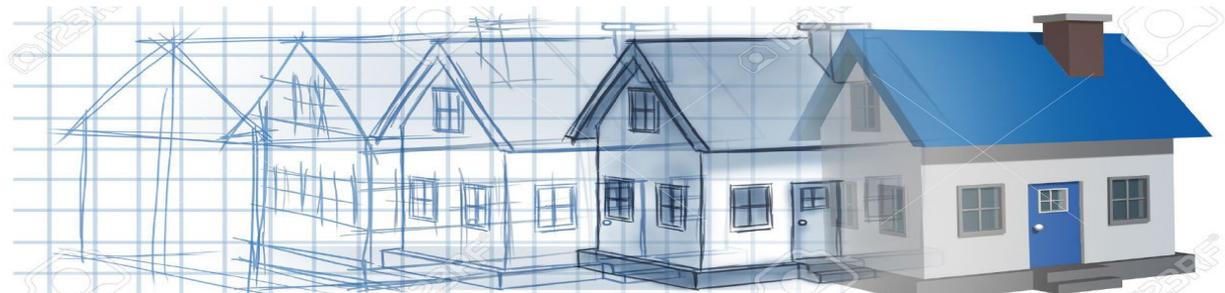
March 11, 2021



C3 TEACHERS™

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.



COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



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

The C3 Inquiry Arc



Inquiry Design Model (IDM)





Component I
Questions

Component II
Tasks

Component III
Sources

7th Grade *Uncle Tom's Cabin* Inquiry

Can Words Lead to War?	
New York State Social Studies Framework Key Ideas & Practices	<p>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.</p> <p> <input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence <input checked="" type="checkbox"/> Chronological Reasoning and Causation <input checked="" type="checkbox"/> Comparison and Contextualization </p>
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	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ?	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?	How did people in the North and South react to <i>Uncle Tom's Cabin</i> ?	How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Summarize the plot of <i>Uncle Tom's Cabin</i> 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 <i>Uncle Tom's Cabin</i> had on abolitionism.
Featured Source	Featured Source	Featured Source	Featured Source
<p>Source A: Summary of <i>Uncle Tom's Cabin</i></p> <p>Source B: Excerpts from <i>Uncle Tom's Cabin</i></p> <p>Source C: Illustrations from <i>Uncle Tom's Cabin</i></p>	<p>Source A: Harriet Beecher Stowe's concluding remarks to <i>Uncle Tom's Cabin</i>.</p> <p>Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman</p>	<p>Source A: Review of <i>Uncle Tom's Cabin</i> published in the <i>Boston Morning Post</i></p> <p>Source B: Review of <i>Uncle Tom's Cabin</i> published in the <i>Southern Press Review</i></p>	<p>Source A: Excerpt from Charles Sumner's Senate speech</p> <p>Source B: Article by John Ball Jr. published in <i>The Liberator</i></p> <p>Source C: Sales of <i>Uncle Tom's Cabin</i>, 1851–1853</p>

Summative Performance Task	ARGUMENT Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of <i>Uncle Tom's Cabin</i> 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.

Questions

Tasks

Sources

Components of IDM in practice



IDM Design

The Design Path for IDM

Phase I: Framing the Inquiry

Inquiry Design Model (IDM) Blueprint™			
Compelling Question			
Stimulus and Problem			
Using the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Complex Performance Task	Complex Performance Task	Complex Performance Task	
Formative Sources	Formative Sources	Formative Sources	
Summative Performance Task	Argument Extension		
Using Informal Action			

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

Inquiry Design Model (IDM) Blueprint™			
Compelling Question			
Stimulus and Problem			
Using the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Complex Performance Task	Complex Performance Task	Complex Performance Task	
Formative Sources	Formative Sources	Formative Sources	
Summative Performance Task	Argument Extension		
Using Informal Action			

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

Inquiry Design Model (IDM) Blueprint™			
Compelling Question			
Stimulus and Problem			
Using the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Complex Performance Task	Complex Performance Task	Complex Performance Task	
Formative Sources	Formative Sources	Formative Sources	
Summative Performance Task	Argument Extension		
Using Informal Action			

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

1

Finding the Right Content Angle

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

2

Crafting a Compelling Question That Is Actually *Compelling*

3

Stress Testing the Compelling Question through the Summative Argument Task

Framing the IDM Inquiry



Finding the right
content angle for
the inquiry

Inquiry = Just a one day

MON	TUE	WED	THU	FRI
Lesson				
		Inquiry		

Three
Week
Unit

Inquiry = The whole unit

MON	TUE	WED	THU	FRI
	A three week Inquiry			

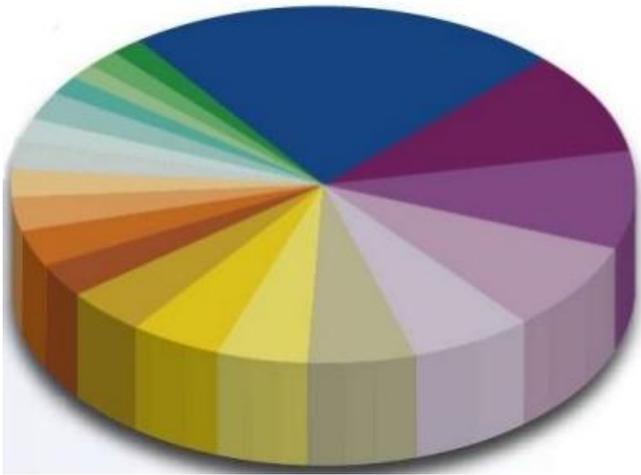
Three
Week
Unit

Inquiry = "Bigger than a lesson,
Smaller than a unit!"

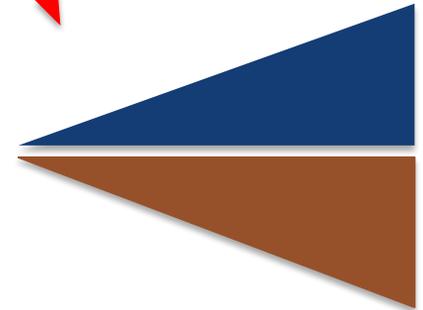
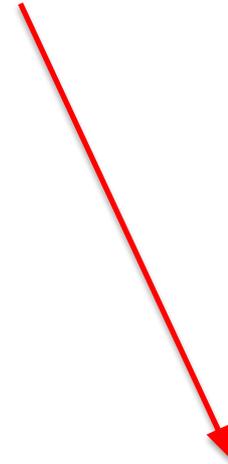
MON	TUE	WED	THU	FRI
Lesson				
← Three to Five Day Inquiry →				

Three
Week
Unit

Finding the right content slice



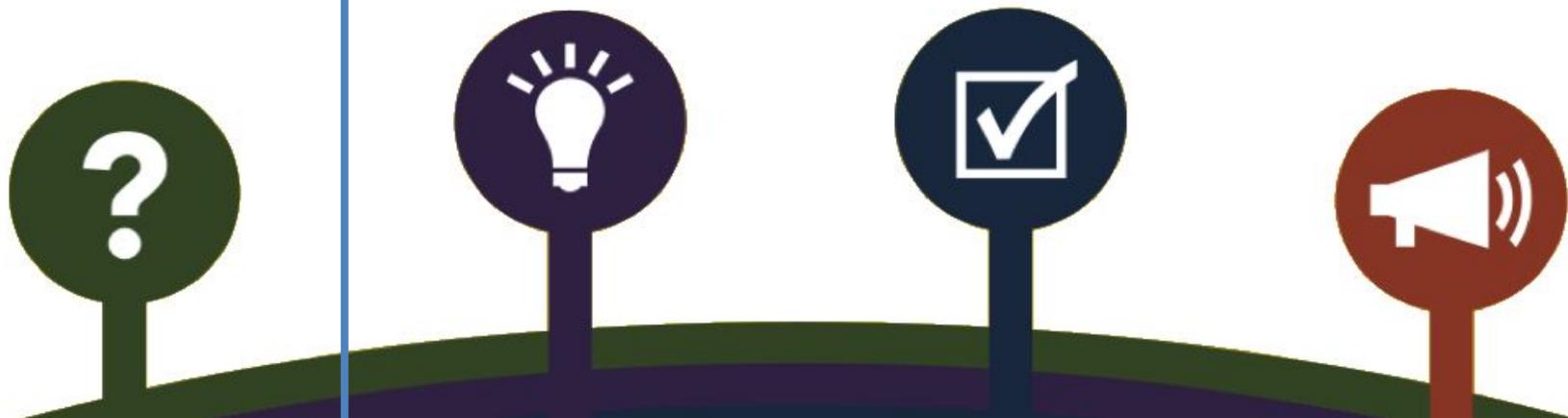
Content slices that are worth the time!





Crafting a Compelling Question That Is Compelling and Critical

IDM Follows Inquiry Arc

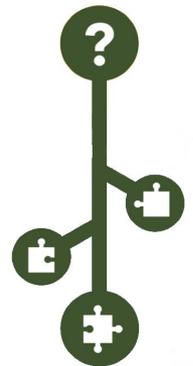


If students are asked a **COMPELLING QUESTION ...**

Compelling Questions

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



Questions Matter

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?

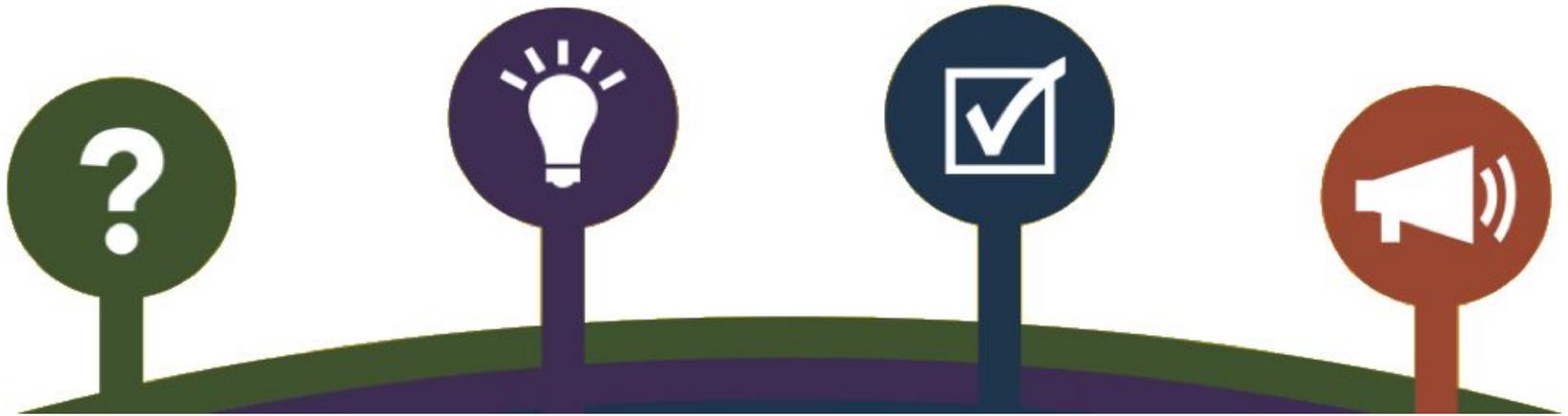
Types of Compelling Questions

- 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

IDM Follows C3 Inquiry Arc



If students are asked a **COMPELLING QUESTION...**



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

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?

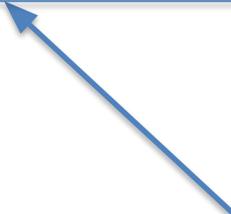
Illinois Learning Standards for Social Science

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

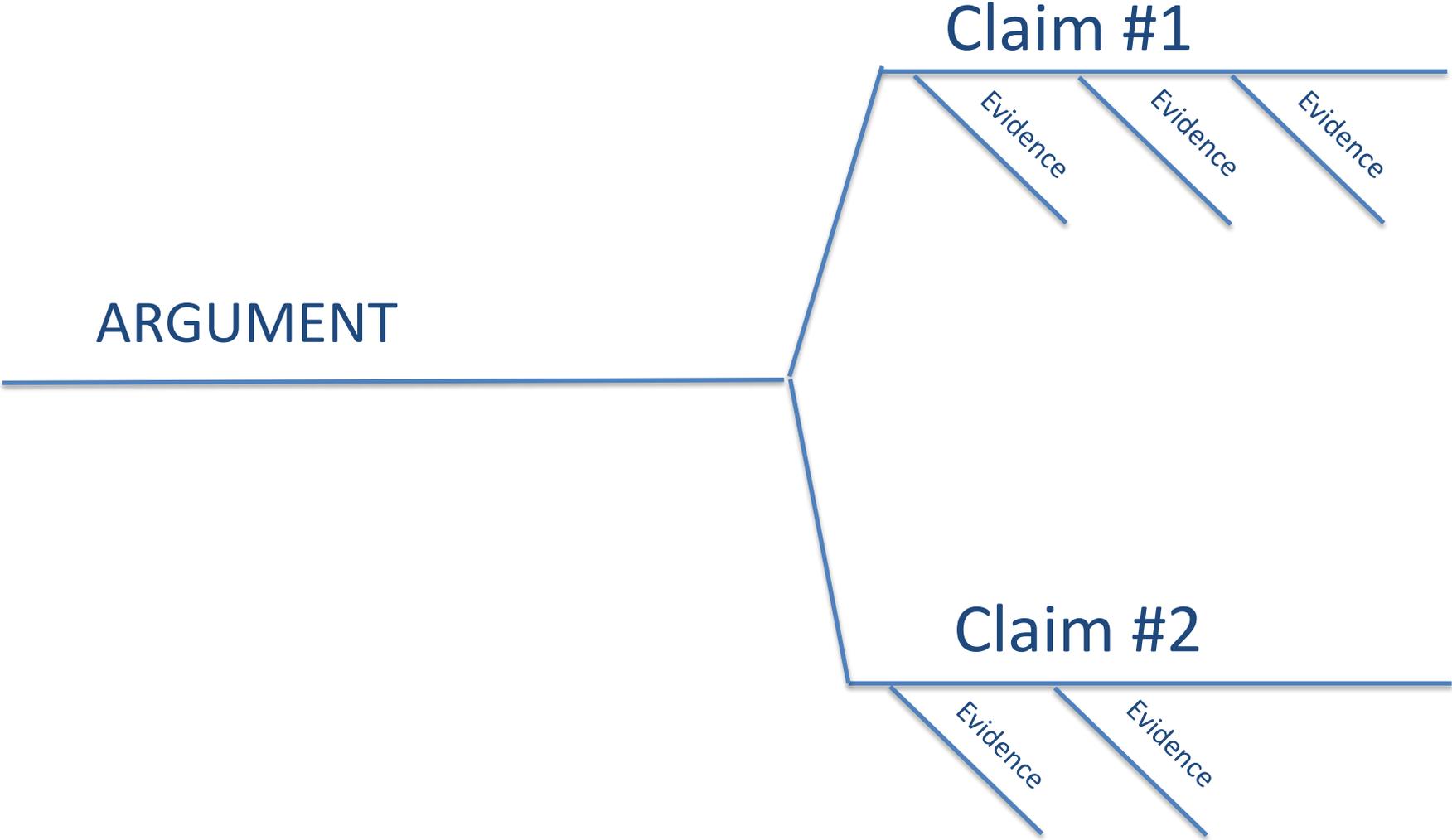
ARGUMENT Are students protected by the First Amendment? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

Almost same language in every inquiry



An ARGUMENT can be made up of a single claim





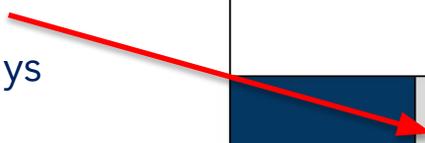
Argument stems are different
ways to answer the
compelling question.



BLUEPRINT - INQUIRY TITLE

Massachusetts standards			
Staging the Compelling Question			
	Supporting Question 1	Supporting Question 2	Supporting Question 3
	Formative Performance Task	Formative Performance Task	Formative Performance Task
	Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	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.	
	Extension		
Taking Informed Action	Understand: Assess: Act:		

Notice the Summative Performance Task are always the same



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

4

Sequencing the Content through Supporting Questions

5

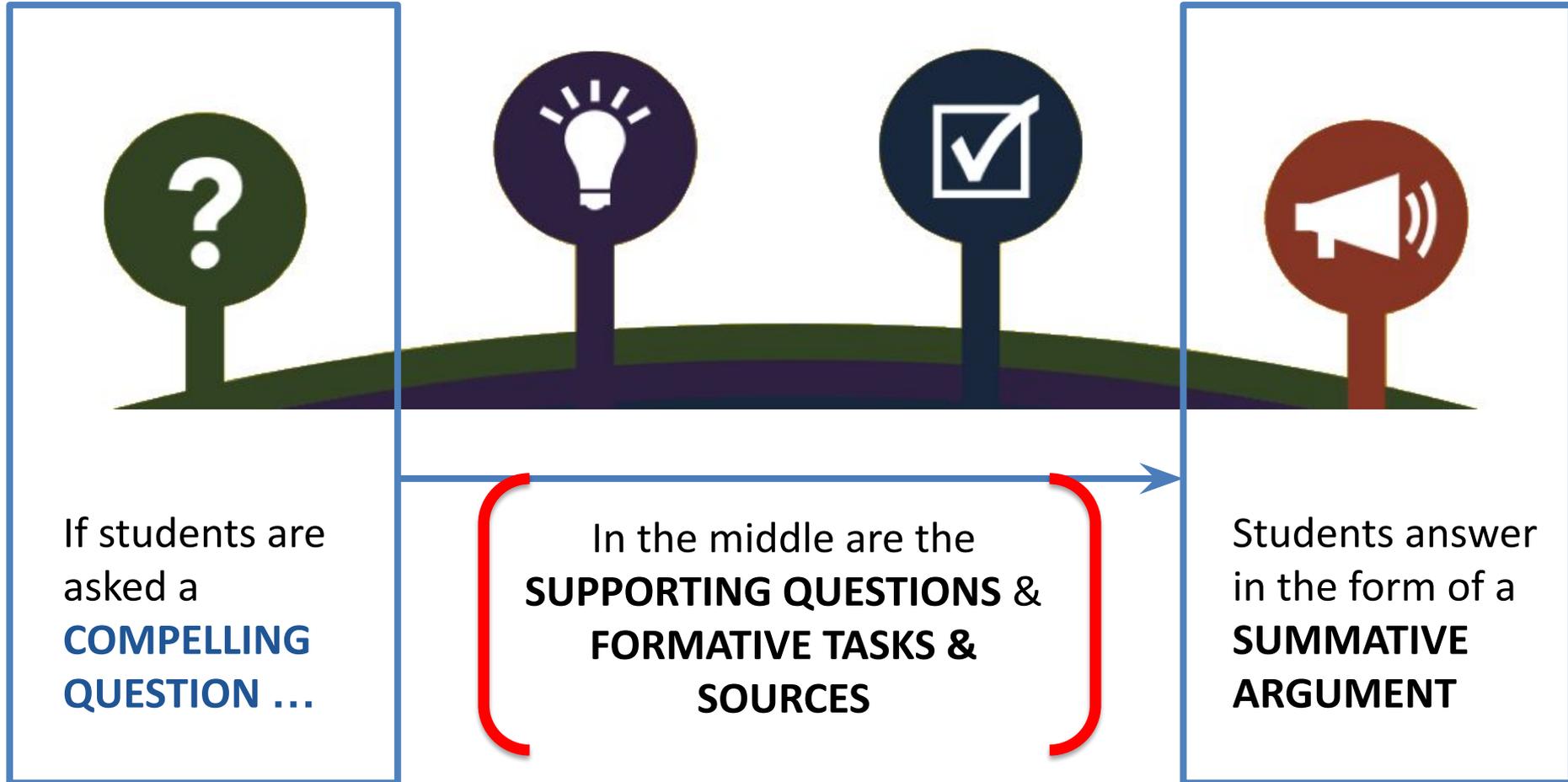
Using Disciplinary Sources to Construct Arguments

Building Knowledge through the Formative Performance Tasks

6

Filling the IDM Inquiry

IDM™ Follows C3 Inquiry Arc

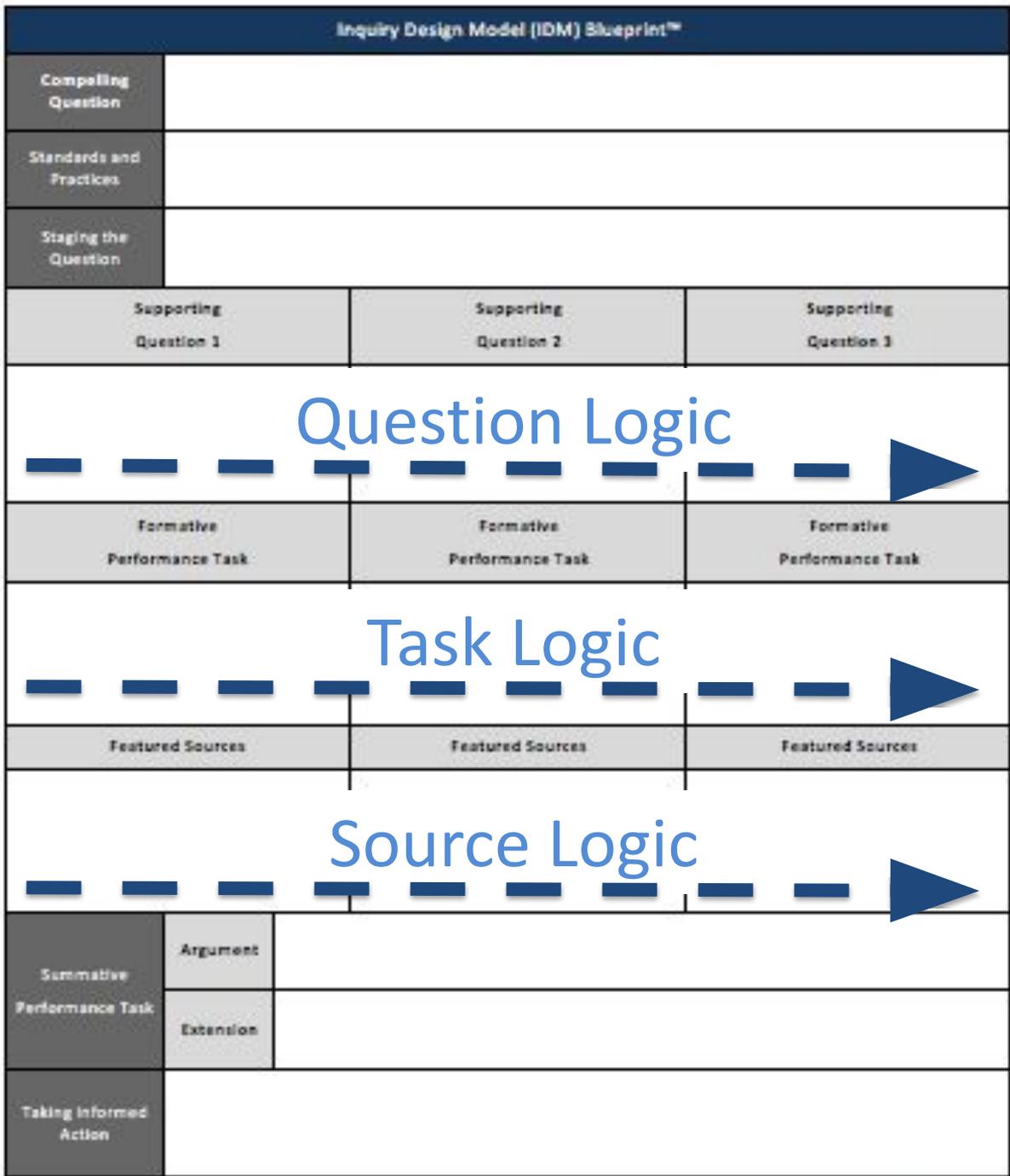


A black and white photograph showing the silhouettes of several runners in motion against a bright, overexposed background. The runners are captured in various stages of their stride, conveying a sense of speed and endurance. The lighting creates a high-contrast effect, emphasizing the shapes of the runners.

Argumentation is like running a marathon...students need to train for it.

Guts of the Inquiry: Formative Work

- 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.

Question Logic

- 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.

**Compelling
Question**

**Supporting
Question**

**Supporting
Question**

**Supporting
Question**

**Argument
Task**



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*

Type of Question Logic	Definition
Chronological	SQs are sequenced across time
Event Driven	SQ are sequenced by events
Multidisciplinary	SQs are sequenced across subject matter disciplines
Disciplinary	SQs are sequenced within a single subject matter discipline
Example-driven	SQs are sequenced to illustrate cases of a phenomenon
Concept to analysis	SQs are sequenced from an initial concept, to an associated concept, and then to analysis.
Contrasting perspectives	SQs are sequenced to illuminate differing points of view on an issue

***We are sure there are more out there....but this should get us started!**



Using Disciplinary Sources to Construct Arguments

IDM Formative Work

Featured Sources

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

Sparking Curiosity

- Using sources for the purpose of curiosity & engagement.
- Focusing on relevance and what we know students care about.

Building Background Knowledge

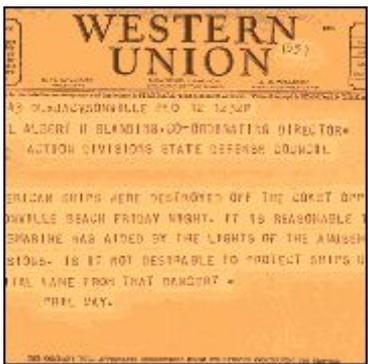
- Sources in an inquiry contain the disciplinary knowledge (content and concepts) students need to complete tasks.

Constructing Arguments with Evidence

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

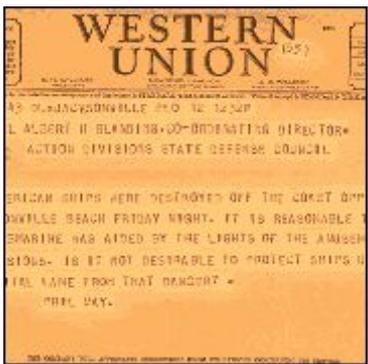


Source Logic: Variety of source type, complexity & perspective





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

Formative Performance Tasks

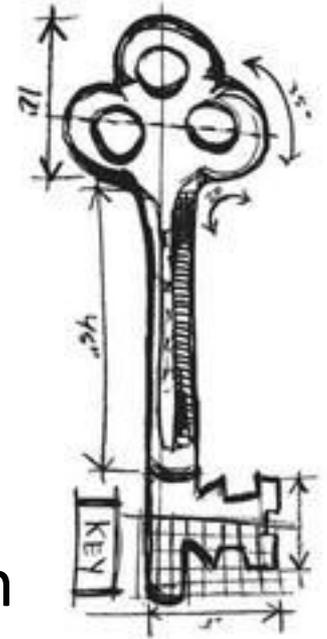
- 1) Surface students' knowledge of the supporting question, and
- 2) Support students in constructing their arguments.

Types of Formative Performance Tasks

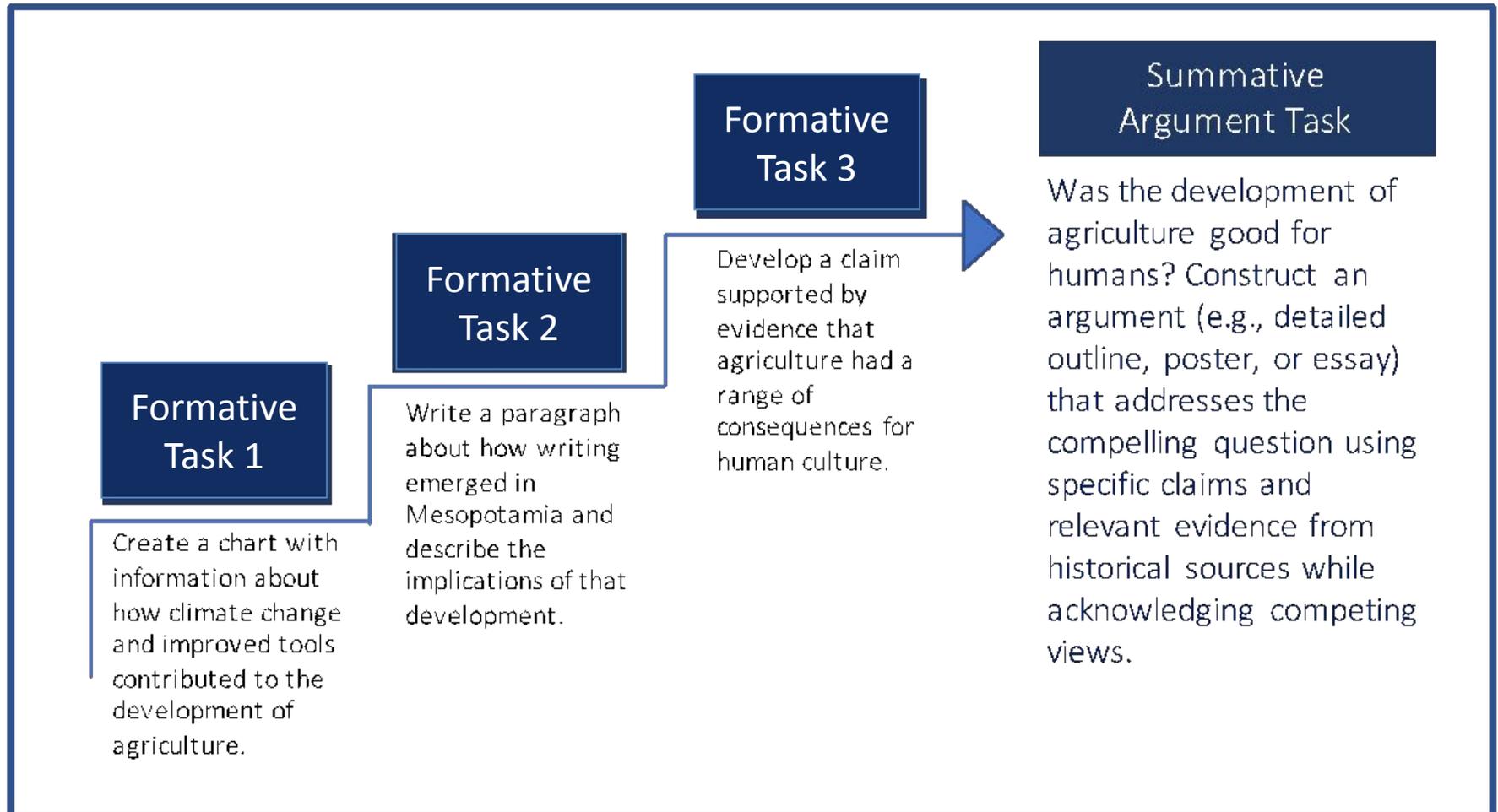
- Define a term
- List/Rank problems, reasons, challenges, key features, etc.
- Annotate a source (map, timeline, photograph)
- Make a timeline
- Create a chart/graphic (T-Chart, Venn Diagram, Graph)
- Write a paragraph (or 1-2 sentences) with evidentiary support
- Participate in a debate, SAC, reader's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

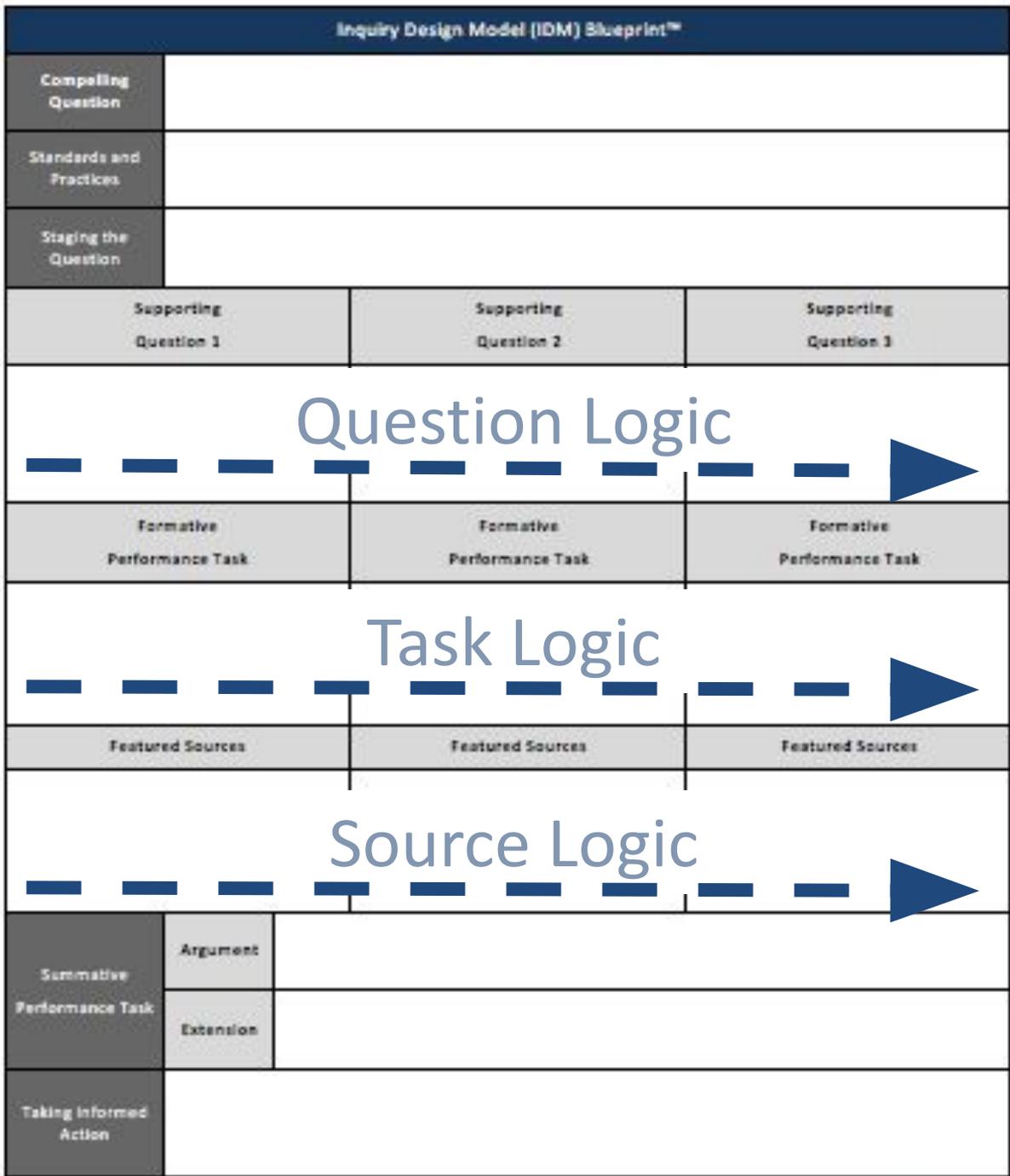
Key Points about Formative Tasks

- 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 blueprin
 - Task logic
- Tasks wrap tightly around supporting question and sources



Was the development of agriculture good for humans?





Logic =
Coherence

Formative work should sequence *logically or coherently* across the blueprint.

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.

Construct	Propose	Label
Write	Research	Conduct
Participate	Perform	Make
List	Draw	Assemble
Develop	Brainstorm	Simulate
Label	Complete	Build
Complete	Illustrate	Sort
Define	Summarize	Rank
	Discuss	

Inquiry Design Model (IDM) Blueprint™

Compelling Question		
Standards and Practices		
Staging the Question		
Supporting Question 1		
Formative Performance Task		
Featured Sources		Featured Sources
Featured Sources		Featured Sources
Summative Performance Task	Argument	
	Extension	
Taking Informed Action		

Finishing the IDM Inquiry

7

Creating Curiosity by Staging the Compelling Question

8

Making Connections with Extension Tasks

9

Taking It to the Bridge with Informed Action



Creating Curiosity by Staging the Compelling Question

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

Summative Extensions

- 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).

Discussion Oriented

Was the Development of Agriculture Good for Humans?

<p>New York State Social Studies Framework Key Idea & Practices</p>	<p>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.</p> <ul style="list-style-type: none"> ✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation
<p>Staging the Question</p>	<p>Make a list of the greatest innovations and write a statement about why particular innovations appear on the list.</p>

Extension:
 Conduct a Socratic dialogue addressing the compelling question.

<p>Source C: Image bank: Neolithic farming tools</p>		<p>Source C: Graph of changes in rates of disease</p>
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<p>Summative Performance Task</p>	<p>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.</p> <p>EXTENSION Conduct a Socratic dialogue addressing the compelling question.</p>
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<p>Taking Informed Action</p>	<p>UNDERSTAND Find an example of a modern development (like agriculture) that has resulted in a variety of consequences for humans.</p> <p>ASSESS Determine the intended and unintended consequences of the innovation identified.</p> <p>ACT Publish a public service announcement about the intended and unintended consequences of the innovation.</p>
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Project-based

What Made Nonviolent Protest Effective during the Civil Rights Movement?	
New York State Social Studies Framework Key Idea & Practices	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. ✓ Gathering, Using, and Interpreting Evidence ✓ Chronological Reasoning and Causation
Staging the Question	Discuss the recent die-in protests and the extent to which they are an effective form of nonviolent direct-action protest.

Supporting Question 1	Supporting Question 2	Supporting Question 3
	Guided Student Research	Independent Student Research
What was the impact of the	What made the Montgomery bus	How did others use nonviolence

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?

Task	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?
Taking Informed Action	UNDERSTAND Examine several oral history archives. Focus on archives that feature individuals who participated in nonviolent protest within the civil rights movement. ASSESS Discuss the limitations of oral history and note its contribution to our understanding of the past. ACT Create an oral history archive of individuals who participated in or witnessed a nonviolent direct-action protest.



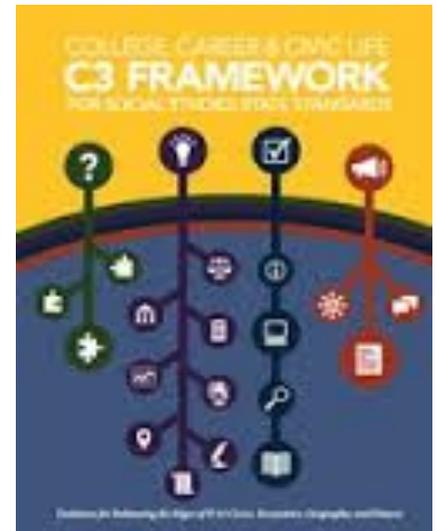


Taking It to the Bridge with Informed Action



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



Action Possibilities

- ∇ Create a Facebook page on an issue
- ∇ Write a letter to a government official
- ∇ Speak at a school, town, or city meeting
- ∇ Present to a local civic organization
- ∇ Organize a “flyer” campaign to raise awareness
- ∇ Volunteer
- ∇ Form a club
- ∇ Contact an organization with whose platform you agree and see how you can get involved

- ∇ 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?

<p>New York State Social Studies Framework Key Idea & Practices</p>	<p>K.5: Rules affect children and adults, and people make and change rules for many reasons. ✓ Gathering, Using, and Interpreting Evidence ✓ Civic Participation</p>
<p>Staging the Question</p>	<p>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.</p>

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
<p>Source A: Image bank: Rule makers Source B: Image bank: Rules created by children Source C: <i>Branches of Government</i> video</p>

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
<p>Source A: Image bank: Signs indicating rules</p>

Supporting Question 3
Can the rules ever change?
Formative Performance Task
Complete a three-column chart showing the situation <i>before</i> a related law was changed, <i>after</i> the law was changed, and <i>why</i> the law was changed.
Featured Sources
<p>Source A: "Voting and the Law" article Source B: "Minimum Wage Update"</p>

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

Example of Taking Informed Action

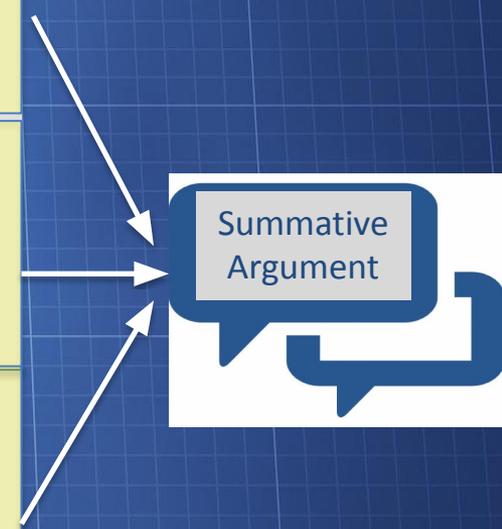


Finishing an Inquiry by Looking Vertically



Example of horizontal alignment: Was the French Revolution successful?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the social, economic, and political problems in prerevolutionary France?	How did the relationship between the French people and the king change in the early stages of the Revolution?	How did Robespierre justify the Reign of Terror?	Did Napoleon's rise to power represent a continuation of or an end to revolutionary ideals?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List social, economic, and political problems in prerevolutionary France.	Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.	Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.	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	Featured Sources	Featured Sources	Featured Sources
Source A: Political cartoon of the Three Estates Source B: Graph of the Three Estates Source C: <u>Cahiers de Doléances</u> of 1789	Source A: <i>Declaration of the Rights of Man and Citizen</i> Source B: <i>Declaration of the Rights of Woman and Citizen</i> Source C: <i>Decree Abolishing the Feudal System</i>	Source A: Engraving of Robespierre and the guillotine Source B: Speech by <u>Maximilien</u> Robespierre	Source A: Napoleon's account of his coup d'état Source B: Painting of the <i>Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine</i> Source C: Napoleon's account of the internal situation of France in 1804

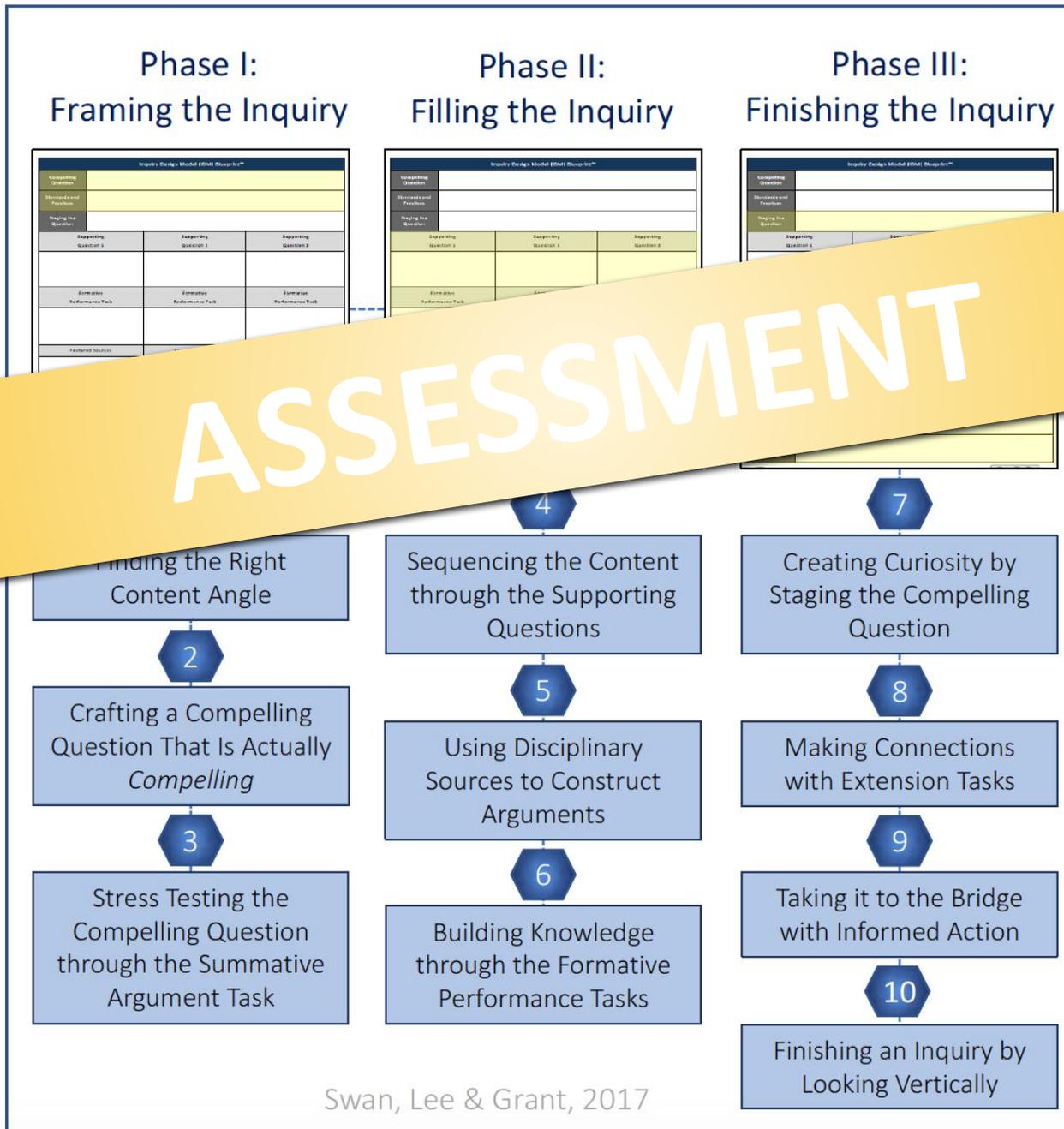




Example of vertical alignment: Was the French Revolution successful?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the social, economic, and political problems in prerevolutionary France?	How did the relationship between the French people and the king change in the early stages of the Revolution?	How did Robespierre justify the Reign of Terror?	Did Napoleon's rise to power represent a continuation of or an end to revolutionary ideals?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List social, economic, and political problems in prerevolutionary France.	Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.	Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.	Develop a claim supported by evidence about whether Napoleon's rise to power represents a continuation of or an end to revolutionary ideals.
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The Design Path for IDM



ASSESSMENT

As an Assessment System

IDM provides two
powerful
assessment
opportunities.

Inquiry-Based Curriculum focusing on multiple perspectives

Types of Inquiry

Focused Inquiry						
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Questions: How Should we remember _____ ?

Tasks: Claims with evidence

Sources: Multiple, competing and corroborating source sets



A single inquiry
is a contained
assessment



A loop of
inquiries is an
assessment
program

Single IDM Blueprint Assessment

Formative assessment tasks are opportunities for students to learn and teachers to communicate to students about their understandings and progress toward learning goals.



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	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	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ?	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?	How did people in the North and South react to <i>Uncle Tom's Cabin</i> ?	How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Summarize the plot of <i>Uncle Tom's Cabin</i> 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 <i>Uncle Tom's Cabin</i> had on abolitionism.
Featured Source	Featured Source	Featured Source	Featured Source
Source A: Summary of <i>Uncle Tom's Cabin</i> Source B: Excerpts from <i>Uncle Tom's Cabin</i> Source C: Illustrations from <i>Uncle Tom's Cabin</i>	Source A: Harriet Beecher Stowe's concluding remarks to <i>Uncle Tom's Cabin</i> . Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman	Source A: Review of <i>Uncle Tom's Cabin</i> published in the <i>Boston Morning Post</i> Source B: Review of <i>Uncle Tom's Cabin</i> published in the <i>Southern Press Review</i>	Source A: Excerpt from Charles Sumner's Senate speech Source B: Article by John Ball Jr. published in <i>The Liberator</i> Source C: Sales of <i>Uncle Tom's Cabin</i> , 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 <i>Uncle Tom's Cabin</i> 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.		



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

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HORIZONTAL CURRICULAR LOOP

The Performance Assessment Task



INQUIRY 1



INQUIRY 2



INQUIRY 3



INQUIRY 4



INQUIRY 5



INQUIRY 6



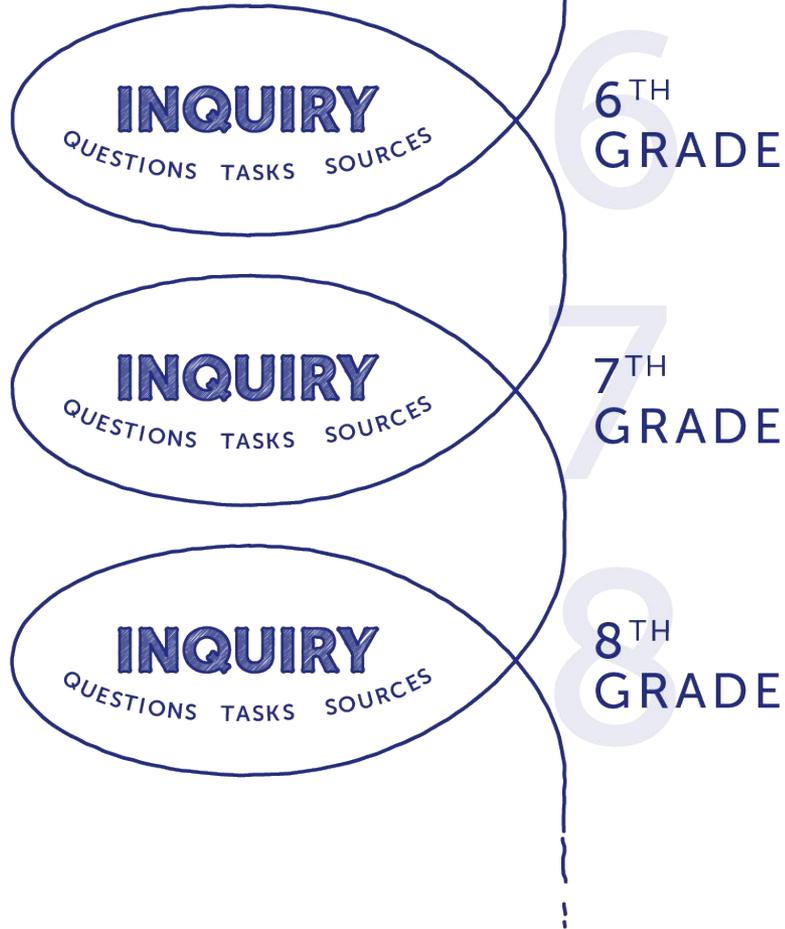
MULTIPLE PERSPECTIVES

FALL

WINTER

SPRING

CHANGING TOPICS ACROSS
GRADE LEVELS



Multiple Performance Assessment Tasks

VERTICAL CURRICULUM LOOP



INQUIRY DESIGN MODEL

Q&A



C3 TEACHERS™