Social Studies Leadership Network

March 25, 2015
Welcome to the Social Studies Leadership Network!

- Please sign in.
- Pick up the agenda and the handouts on the sign-in table.
Agenda

• Agenda and outcomes
• Introductions
• Toolkit Updates from NYSCSS Convention
• Another C3 Resource
• Upcoming Events
• Share, Question, Explore
• Next steps…
Outcomes

We will:

• Become familiar with the latest information on the Toolkit Project from the NYSCSS Convention.

• Understand the structure and resources in *Teaching: Exploring Inquiry-Based Instruction in Social Studies*.

• Have an opportunity to share information, ask questions, and explore resources.
Welcome!

• Who is here?
• Please share your district, school and role.
NYS Toolkit and Inquiries
The NY Toolkit Project

Part I: Conceptual Foundations of the Inquiry Design Model (IDM)
1. Inquiry begins with a question.
2. Inquiry topics and outcomes should be grounded in standards.
3. Content knowledge and disciplinary skills are integrated within an investigation.
4. Students are active learners within an inquiry.
5. The purpose of assessment is for learning.
6. Disciplinary sources are the building blocks of inquiry.
7. Students need opportunities to practice citizenship.
8. Social Studies shares in the responsibility for literacy.
9. Inquiries cannot be all inclusive.
10. Inquiries are best mediated by skilled teachers.

Part II: Grade-Level Inquiries
- 14 Annotated Inquiries
- 70 Abridged Inquiries
- IDM Inquiry Templates

Part III: Professional Learning Resources
- Description of the IDM Blueprint
- Power Points Presentations on IDM
- IDM Workshop Handouts
- IDM in Practice: Video Vignettes
How an Inquiry gets made (84x)

- Writer writes
- SG (ES), John (MS), Kathy (HS)
- Internal Review
- CAP/SED Review
- Content/Pedagogical Review
- TCC Pilot & Review
- SG, John Kathy Revision
- Second targeted review (if necessary)
- Triangulate Data
- Permissions & Layout
- Final SED/PMT
- Final Production
- External Review
- Internal Production
Was the French Revolution Successful?

10.2: Enlightenment, Revolution, and Nationalism: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

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

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

Supporting Question 1
What were the social, economic, and political problems in 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
How did Napoleon change the course of the Revolution?

Formative Performance Task

- Create a 3-column chart identifying social, economic, and political problems in pre-revolutionary France.
- Write 1-2 paragraphs explaining how the relationship between the French people and the King changed between 1789-1793.
- Write a summary of Robespierre’s justification for the Reign of Terror and identify two key details that support his justification.

Featured Sources

- Political cartoon of the Three Estates, 1788
- Graph of the Three Estates: Population, Land Ownership and Taxation
- Cahiers of 1789: The Third Estate of Carcassonne
- Declaration of the Rights of Man and Citizen (1789)
- Declaration of the Rights of Woman and Citizen (1791)
- The Decree Abolishing the Feudal System (1789)
- Engraving of Robespierre and the guillotine (1793)
- Speech by Maximilien Robespierre (1794)
- Painting, Coronation of the Emperor Napoleon I and Coronation of the Empress Josephine (1804)
- Napoleon’s Account of the Internal Situation of France in 1814

Summative Performance Task

Was the French Revolution successful? Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

Extension: Express these arguments in a perspective-taking exercise using the medium Twitter

- Understand: Investigate a current “unfinished revolution” focusing on a group of people who are currently trying to revolutionize some aspect of society. These could be additional political revolutions, but could also be economic, social, or even technological.
- Assess: Examine the extent to which the current attempt at revolution is successful and state one’s personal stance on the justification for the revolution or whether it is in fact a revolution.
- Act: Write a school or local newspaper editorial on a current “unfinished revolution.” Within the editorial, students could discuss their positions on the efforts of those trying to revolutionize and the extent to which those efforts are currently successful.
Inquiry Design Model (IDM)

- Questions
  - Compelling
  - Staging the Question*
  - Supporting
- Tasks
  - Formative
  - Summative
  - Extension*
  - Taking Informed Action
- Sources
## Where are we with the Inquiries?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Annotated</th>
<th>Compelling Question</th>
<th>Abridged</th>
<th>Abridged</th>
<th>Abridged</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Scarcity</td>
<td>Can we ever get everything we need and want?</td>
<td>Holidays</td>
<td>Rules</td>
<td>Civic Rights</td>
</tr>
<tr>
<td>1</td>
<td>Global Citizen</td>
<td>Why should I be a global citizen?</td>
<td>Fairness</td>
<td>Econ Choices</td>
<td>Families</td>
</tr>
<tr>
<td>2</td>
<td>Rules</td>
<td>Do we have to have rules?</td>
<td>Econ. Systems</td>
<td>Ind/Groups</td>
<td>Communities</td>
</tr>
<tr>
<td>3</td>
<td>Human Rights</td>
<td>Do people around the world care about children’s rights?</td>
<td>Diversity</td>
<td>Globalization</td>
<td>Cultures</td>
</tr>
<tr>
<td>4</td>
<td>Where are we</td>
<td>Does where you live matter?</td>
<td>Industrialization</td>
<td>Rights</td>
<td>Immigration</td>
</tr>
<tr>
<td>5</td>
<td>DOI</td>
<td>Why do countries declare independence?</td>
<td>Adv. Societies</td>
<td>Bananas</td>
<td>Colonization</td>
</tr>
<tr>
<td>6</td>
<td>Agricultural Rev</td>
<td>Was the development of agriculture good for humans?</td>
<td>Black Death</td>
<td>Religious Freedom</td>
<td>Leaders</td>
</tr>
<tr>
<td>7</td>
<td>Civil War</td>
<td>Can words lead to war?</td>
<td>Great Compromise</td>
<td>Native Americans</td>
<td>Women’s Rights</td>
</tr>
<tr>
<td>8</td>
<td>Internment</td>
<td>Should freedom be sacrifices in the name of national security?</td>
<td>Suburbs</td>
<td>Vietnam War</td>
<td>Labor Reform</td>
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<tr>
<td>9</td>
<td>Aztecs</td>
<td></td>
<td>China</td>
<td>India</td>
<td>Marco Polo</td>
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<tr>
<td>10</td>
<td>French Rev</td>
<td>Was the French Revolution successful?</td>
<td>Industrial Rev</td>
<td>Apartheid</td>
<td>Japan/France</td>
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<tr>
<td>11</td>
<td>Civil Rights</td>
<td></td>
<td>Immigration</td>
<td>Constitution</td>
<td>Slavery</td>
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<tr>
<td>12G</td>
<td>Policy-ACA</td>
<td></td>
<td>Federalism</td>
<td>First Amendment</td>
<td>Electoral College</td>
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<tr>
<td>12E</td>
<td>Wage Gap</td>
<td></td>
<td>Free Trade</td>
<td>Economic Happiness</td>
<td>Great Recession</td>
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<tr>
<td>Grade</td>
<td>Compelling Question</td>
<td>Supporting Question</td>
<td>Supporting Question</td>
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<tr>
<td>5</td>
<td>Why do countries declare independence?</td>
<td>What are the two big philosophical ideas in the Declaration of Independence?</td>
<td>What were the grievances that colonists had with King George III?</td>
<td>How does the Declaration of Independence make an argument for independence?</td>
<td>How do declarations of independence from other places in the Western Hemisphere compare to the US Declaration of Independence?</td>
</tr>
<tr>
<td>6</td>
<td>Was the development of agriculture good for humans?</td>
<td>How did environmental changes and new technologies impact agriculture?</td>
<td>How did development of agriculture in Mesopotamia lead to writing?</td>
<td>What were the consequences of agriculture for humans?</td>
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</tr>
<tr>
<td>7</td>
<td>Can words lead to war?</td>
<td>How did Harriet Beecher Stowe describe slavery in Uncle Tom’s Cabin?</td>
<td>What led Harriet Beecher Stowe to write Uncle Tom’s Cabin?</td>
<td>How did Northerners and Southerners react to Uncle Tom’s Cabin?</td>
<td>What was the impact of Uncle Tom’s Cabin on abolitionism?</td>
</tr>
<tr>
<td>8</td>
<td>Should freedom be sacrificed in the name of national security?</td>
<td>What were the reasons for Japanese American internment?</td>
<td>How did internment disrupt Japanese American’s lives?</td>
<td>How did the 1944 Korematsu case illustrate division in the United States over internment policy?</td>
<td>Why were the 1988 Civil Liberties Act and reparations payments to Japanese Americans necessary?</td>
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</tbody>
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Inquiry Examples

At your tables:

• Look at the draft inquiries for your grade levels.
  – What do you notice?
  – What questions do you have?
Teaching

Exploring Inquiry-Based Instruction in Social Studies
Rationale

• The NYS K-12 Social Studies Framework and the upcoming Inquiries have grown out of the thinking and philosophy of the C3 Framework.

• It contains resources and information that can be helpful in our conversations as well as our work on curriculum and planning.
Structure of the Book

• Brief Preface
• 15 social studies curricular organizations created lessons that encompass the C3 Inquiry Arc

<table>
<thead>
<tr>
<th>Grade Bands</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>K-2</td>
<td>2</td>
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<tr>
<td>3-5</td>
<td>3, 8</td>
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<td>6-8</td>
<td>1, 5, 6, 7, 11, 12, 13, 14</td>
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<tr>
<td>9-12</td>
<td>4, 6, 7, 9, 10, 14, 15</td>
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</tbody>
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Turn and Talk

• What components are similar to the Inquiry Design Model? What components are different?
• How could you use this resource?
• How might you share this resource with colleagues?
Upcoming Events!!
Getting Ready Events

• Patricia Polan – April 16, 4-6pm
• Jay McTighe – May 14 and 15
• Registrations through OCM BOCES Social Studies page
SS Leadership Network

• Upcoming dates:
  – 4/22 - Rodax 8 large
  – 5/20 - Rodax 8 large
  – 6/17 - Rodax 8 large

• Please register through My Learning Plan!
Summer Curriculum Work

• Grades 5-8
• June 29-July 2 or July 7-10
• At OCM BOCES
• [Flyer](#)
• [Registration](#) is open
For Our Next Meeting

As you fill out your evaluation, indicate any ideas or suggestions you have for our next session.

Thank you!!

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