

Social Studies Leadership Network

March 25, 2015



INSTRUCTIONAL SUPPORT

Welcome to the Social Studies Leadership Network!

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

Welcome

Agenda

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



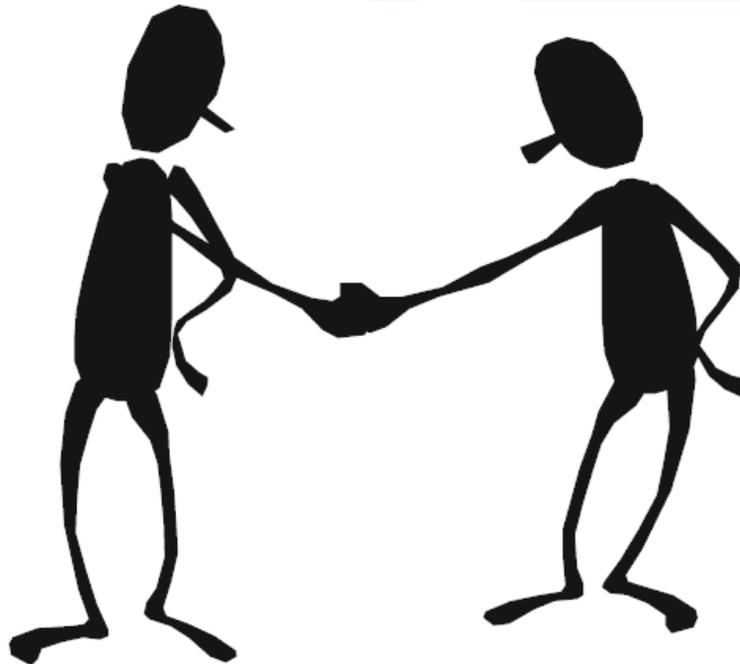
Outcomes

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



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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

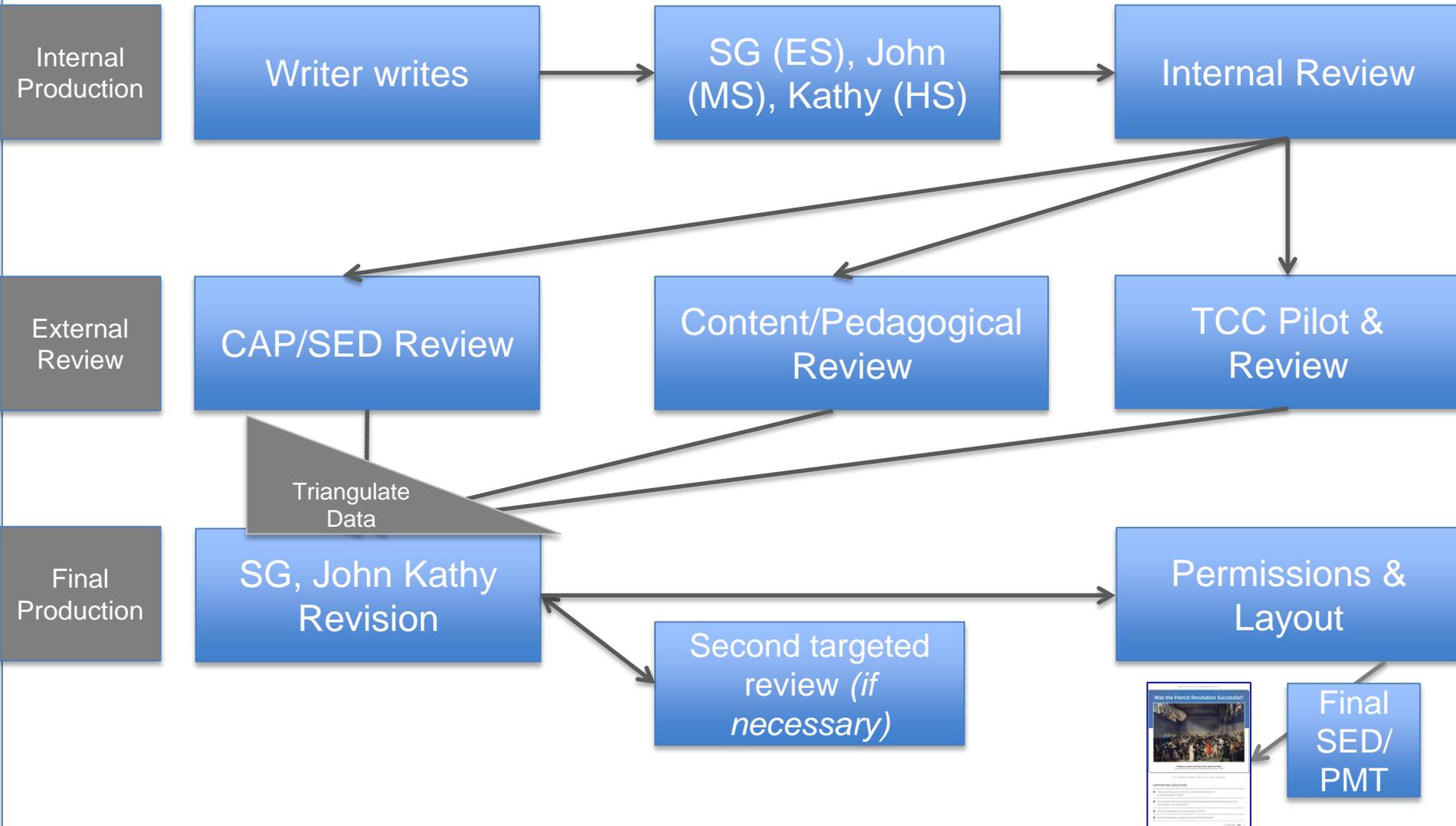
Description of the IDM Blueprint

Power Points Presentations on IDM

IDM Workshop Handouts

IDM in Practice: Video Vignettes

How an Inquiry gets made (84x)



Was the French Revolution Successful?



Painting by Jacques-Louis David of the Tennis Court Oath.
David later became a deputy in the National Convention in 1792

10TH GRADE FRENCH REVOLUTION INQUIRY

SUPPORTING QUESTIONS

- 1 What were the social, economic, and political problems in pre-revolutionary France?
- 2 How did the relationship between the French people and the King change in the early stages of the Revolution?
- 3 How did Robespierre justify the Reign of Terror?
- 4 How did Napoleon change the course of the Revolution?

WAS THE FRENCH REVOLUTION SUCCESSFUL?

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

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

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

Staging the
Question

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

Supporting Question 1

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

Formative
Performance Task

Create a 3-column chart identifying social, economic, and political problems in pre-revolutionary France.

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 Carcassone*

Supporting Question 2

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

Formative
Performance Task

Write 1-2 paragraphs explaining how the relationship between the French people and the King changed between 1789-1793.

Featured Sources

- ✓ *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)

Supporting Question 3

How did Robespierre justify the Reign of Terror?

Formative
Performance Task

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

Featured Sources

- ✓ Engraving of Robespierre and the guillotine (1793)
- ✓ Speech by Maximilien Robespierre (1794)

Supporting Question 4

How did Napoleon change the course of the Revolution?

Formative
Performance Task

Develop a claim supported by evidence about how Napoleon changed the course of the French Revolution.

Featured Sources

- ✓ Painting, *Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine* (1804)
- ✓ Napoleon's Account of the Internal Situation of France in 1804

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.

Taking Informed
Action

- › **Understand:** Investigate a current "unfinished revolution" focusing on a group of people who are currently trying to revolutionize some aspect of society. 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

Inquiry Design Model (IDM)—At a Glance		
Compelling Question	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and content with which students might have little experience. <i>Example: Was the American Revolution revolutionary?</i>	
Standards and Practices	The key standard (1-2) that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</i>	
Staging the Question	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <i>Example: Discuss the question of how much change must occur for something to be considered revolutionary.</i>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. <i>Example: What were the political changes that resulted from the American Revolution?</i>		
Formative Performance Task	Formative Performance Task	Formative Performance Task
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.</i>		
Featured Sources	Featured Sources	Featured Sources
Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. <i>Example: Abigail Adams letter to John Adams (1776).</i>		
Summative Performance Task	Argument	Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i>
	Extension	An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i>
Taking Informed Action	The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand—Research a proposed tax in the United States. Assess—Examine the benefits and disadvantages to the proposed tax. Act—Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i>	

Where are we with the Inquiries?

Grade	Annotated	Compelling Question	Abridged	Abridged	Abridged
K	Scarcity	Can we ever get everything we need and want?	Holidays	Rules	Civic Rights
1	Global Citizen	Why should I be a global citizen?	Fairness	Econ Choices	Families
2	Rules	Do we have to have rules?	Econ. Systems	Ind/Groups	Communities
3	Human Rights	Do people around the world care about children's rights?	Diversity	Globalization	Cultures
4	Where are we	Does where you live matter?	Industrialization	Rights	Immigration
5	DOI	Why do countries declare independence?	Adv. Societies	Bananas	Colonization
6	Agricultural Rev	Was the development of agriculture good for humans?	Black Death	Religious Freedom	Leaders
7	Civil War	Can words lead to war?	Great Compromise	Native Americans	Women's Rights
8	Internment	Should freedom be sacrifices in the name of national security?	Suburbs	Vietnam War	Labor Reform

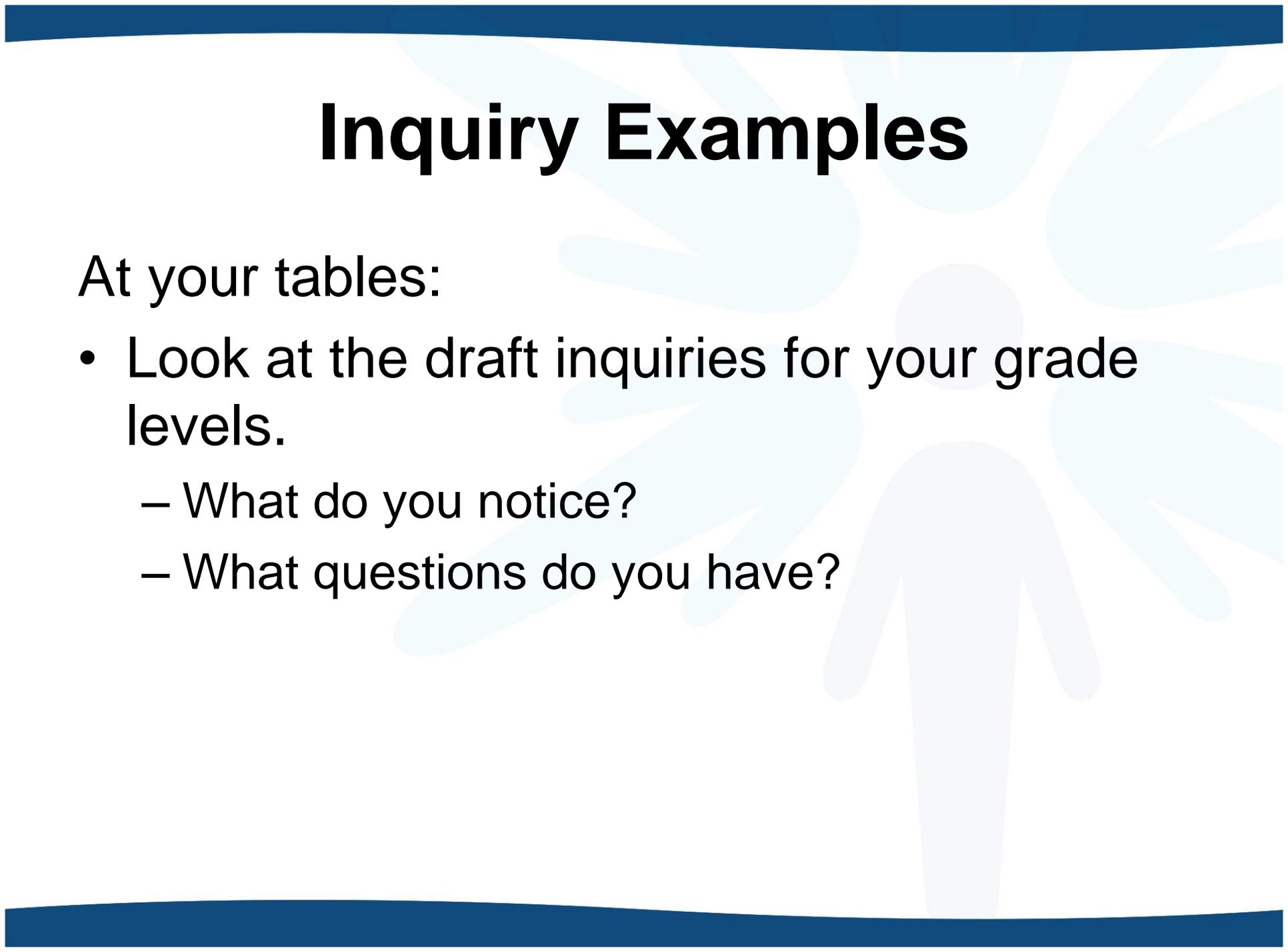
Where are we with the Inquiries?

Grade	Annotated	Compelling Question	Abridged	Abridged	Abridged
9	Aztecs		China	India	Marco Polo
10	French Rev	Was the French Revolution successful?	Industrial Rev	Apartheid	Japan/France
11	Civil Rights		Immigration	Constitution	Slavery
12G	Policy-ACA		Federalism	First Amendment	Electoral College
12E	Wage Gap		Free Trade	Economic Happiness	Great Recession

5-8 Questions

Grade	Compelling Question	Supporting Question	Supporting Question	Supporting Question	Supporting Question
5	Why do countries declare independence?	What are the two big philosophical ideas in the Declaration of Independence?	What were the grievances that colonists had with King George III?	How does the Declaration of Independence make an argument for independence?	How do declarations of independence from other places in the Western Hemisphere compare to the US Declaration of Independence?
6	Was the development of agriculture good for humans?	How did environmental changes and new technologies impact agriculture?	How did development of agriculture in Mesopotamia lead to writing?	What were the consequences of agriculture for humans?	
7	Can words lead to war?	How did Harriet Beecher Stowe describe slavery in Uncle Tom's Cabin?	What led Harriet Beecher Stowe to write Uncle Tom's Cabin?	How did Northerners and Southerners react to Uncle Tom's Cabin?	What was the impact of Uncle Tom's Cabin on abolitionism?
8	Should freedom be sacrificed in the name of national security?	What were the reasons for Japanese American internment?	How did internment disrupt Japanese American's lives?	How did the 1944 Korematsu case illustrate division in the United States over internment policy?	Why were the 1988 Civil Liberties Act and reparations payments to Japanese Americans necessary?

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



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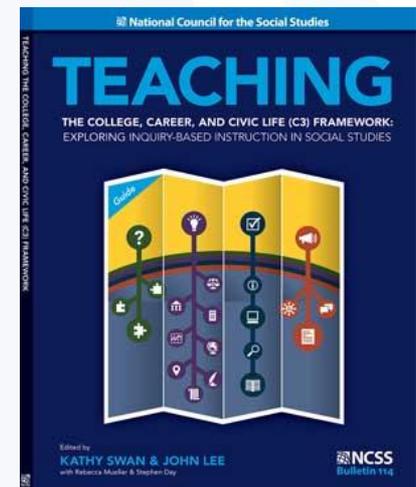
Rationale

- 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

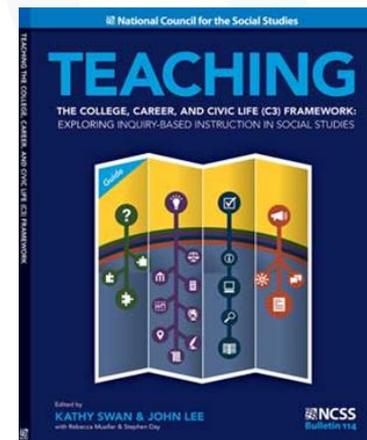
- Brief Preface
- 15 social studies curricular organizations created lessons that encompass the C3 Inquiry Arc

Grade Bands	Chapters
K-2	2
3-5	3, 8
6-8	1, 5, 6, 7, 11, 12, 13, 14
9-12	4, 6, 7, 9, 10, 14, 15



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!!

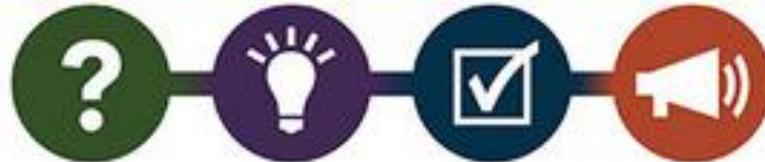


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Getting Ready Events

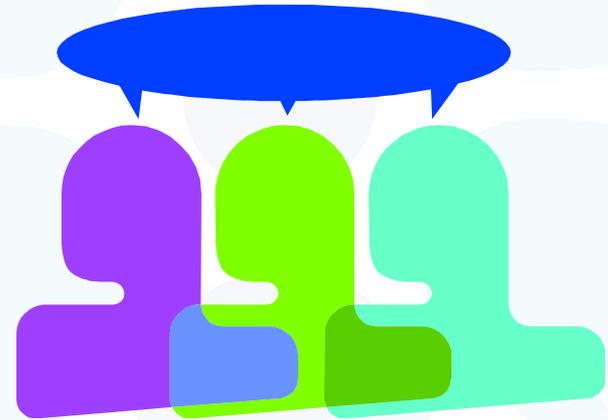
- Patricia Polan – April 16, 4-6pm
- Jay McTighe – May 14 and 15
- Registrations through [OCM BOCES Social Studies page](#)

GETTING READY FOR
SOCIAL STUDIES



SS Leadership Network

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

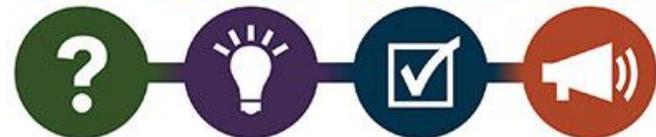


- Please register through My Learning Plan!

Summer Curriculum Work

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

GETTING READY FOR
SOCIAL STUDIES



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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