FREELY (…or at least widely) AVAILABLE RESOURCES TO SUPPORT DEVELOPING SOCIAL STUDIES INQUIRIES
OBJECTIVES

- **Describe** inquiry
- **Define** “text”
- **Participate** in “close reading” of a text set
  - Based on *Reading Closely Units*, grades 6-12, by Odell Education, found on Engage NY
- **Understand** the concept of inquiry text sets
Speaking the Same Language

Developing Questions and Planning Inquiries

Compelling Questions = Essential Questions

Initiating Inquiry
- Students determine what they want to know about a topic and develop inquiry questions that they will investigate

CONNECT
- Connect to self, previous knowledge, Gain background & context

WONDER
- Develop questions, Make predictions, hypothesis

Communicating Conclusions and Taking Informed Action

Building & Communicating an Evidence-Based Perspective
- Students review and synthesize their research to develop and communicate an evidence-based perspective on their area of investigation

EXPRESS
- Apply understandings to a new context, new situation
- Express new ideas to share learning with others

REFLECT
- Reflect on own learning, Ask new questions

Applying Disciplinary Concepts and Tools

Gathering Information
- Students find and take notes on sources that will help them answer their inquiry questions and define the scope of their investigation.

INVESTIGATE
- Find & evaluate information to answer questions/test hypothesis,
- Think about information to illuminate new questions & hypotheses

Finalizing Inquiry
- Students synthesize their information to determine what they have learned and what more they need to know about their area of investigation. They gather and analyze more information to complete their inquiry.

Deepening Understanding
- Students analyze sources to deepen their understanding and answer their inquiry questions

CONSTRUCT
- Construct new understandings connected to previous knowledge
- Draw conclusions about questions & hypotheses

The C3 Odell Stripling INQUIRY Cycle

Evaluating Sources and Using Evidence

Rubrics and self/peer-evaluation

Use Databases, Primary sources, Non-Fiction texts

N. Laura 2014 | Adapted from the Stripling Model of Inquiry/Empire State Information Fluency Continuum | EngageNY/ODELL Education Research Unit Guides | C3 Framework/Inquiry Arc
CHARACTERISTICS OF INQUIRY LEARNING

- Intellectually active – Students are making conscious and deliberative decisions and engaging with ideas and text using a critical eye.

- Question-based – Good questions lead to explorations of the unknown, where the answers cannot be copied from one source.

- Personalized – Inquiry depends on an individual pursuing ideas that connect to his own interests or his own prior knowledge.

- Authentic – The result of an inquiry exploration should be the application of the learning to a new situation or a connection to the real world.

COMPPELLING QUESTIONS

1. Intellectually Meaty
   - Reflects an enduring issue, concern, or debate in the field.
   - Demands the use of multiple disciplinary lenses and perspectives.

2. Kid Friendly
   - Reflects a quality or condition that we know children care about.
   - Honors and respects children’s intellectual efforts.
COMPPELLING RESOURCES

- Authentic
- Interesting
- Scaffold
- Multi-sensory
- Broaden the definition of text
Works of Art, Artifacts, Historical Documents, Photographs, Website, Infographics, Video, Film, Web Cams, Anything that provides information
INSTRUCTIONAL SHIFT #1:
FOCUS ON CONCEPTUAL UNDERSTANDING

From

Facts

Breadth of Topics

Recall

To

Concepts and Content Knowledge

Depth within Topics

Transfer and Connections
BUILDING A TEXT SET

- Backwards Design
- Outcomes
SOCIAL STUDIES PRACTICES

1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation
BUILDING TEXT SETS WITH COMPELLING CONTENT

- Begin with the end in mind – objective
- Essential question
- Kid friendly
- Locate and evaluate resources
- Involve the learner
- Scaffold learning
STANDARDS
ADDRESS BY THIS ACTIVITY

SS Standard/Practices for Grade 8:
  ▪ A. Gathering, Interpreting and Using Evidence

Anchor Standards for Reading:

▪ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

▪ 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVES

FOR THIS TEXT SET

- Identify factory/working conditions during the early 1900s
- Evaluate how the Triangle Shirtwaist Fire impacted legislative change
- Excerpt from a full text set developed by Nicole Laura and Sue Leblanc (SLS Directors in the south central NY region).
THINK LIKE A DETECTIVE...
What details stand out?

What do the details suggest?

E.g., The light coming through the window suggests that it is day time.

Image Credit: Cornell University Kheel Center - Remembering the 1911 Triangle Factory Fire
Garment factory
Circa 1900

What new questions do you have?

Image Credit: Cornell University Kheel Center - Remembering the 1911 Triangle Factory Fire
SECOND TEXT:

- Read closely to yourself, underlining important words and noting the gist in the margin
- Explain the gist to your partner, using evidence from the text to back it up

Text dependent question:

“What conditions does the author suggest contributed to the catastrophic nature of the fire?”

- Now, return to the photo and write a caption
Quick Review: What Did We Just Do?

Text 1: noted details, made inferences, generated your own text-dependent questions

Text 2: noted details, made inferences, and then synthesized information from 2 sources

“No initial context is provided.” Odell Reading Closely Units

Question: What is the value in this approach vs. starting with an encyclopedic text?
COMPLETING THE SET

- Selection choices based on outcomes
  - Identify factory/working conditions during the early 1900s
  - Evaluate how the Triangle Shirtwaist Fire impacted legislative change

- Importance of complex texts

- See the Weebly Site for completed set and recommendations
KEY POINTS

• Students are the “detectives” or explorers

• Evidence-based discussions help them shape and reshape their own understanding.

• All are engaged.

• The text levels the playing field.

• Text sets are a vehicle for inquiry

Constructivist learning: “...encourages students to use active techniques...to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing”

- “Constructivism as a Paradigm for Teaching and Learning.” Thirteen Ed Online
WHY TEXT SETS
(INSTEAD OF JUST TEXT)?

- Provides opportunities to access authentic materials
- Allows for natural scaffolding and differentiation
- Allows students to immerse in engaging content and build subject knowledge
- Creates student-led discovery of and discussions around key information
- Exposes students to multiple perspectives/representations of information (and provide mentor texts for writing)
- Increases acquisition of domain-specific vocabulary

“We must organize our readings in every subject so each text bootstraps the language and knowledge needed for the next. Gradually, students will be ready for texts of greater complexity”
-Marilyn Jager Adams
**Texts in a Set Have:**

**Similar or related themes/topics, ideas/concepts**
- Texts work together to build student understanding of a topic

**Increasing complexity:**
- Simpler texts “bootstrap” students to more complex texts
TYPICAL ODELL (ELA 6-12) TEXT SET

1. Text 1
   - 3-4 Photographs

2. Text 2
   - Primary Source
   - First Person account, related to the photos

3. Text 3
   - General treatment
   - Often a video

4. Text 4
   - Student explore independently
   - Multimedia/website

5-8. Texts 5-8
   - Editorials, Letters, First Person accounts that **offer a different perspective**
A WORD ABOUT TEXT SELECTION...

**All texts should display:**

*Craft*: at a level that is noteworthy and or widely recognized

*Significance*: the text is seminal or influential in its respective genre

*Content*: the text contains ideas or themes that are interesting, engaging, provocative, and significant

**Informational texts should display:**

Relevant and accurate *content*

A clear point of view and/or *purpose*

A discernible main idea and a developed and clear *organizational structure*

Any argumentation in the text should contain *claims supported by evidence* in the text

**Literary texts should display:**

Significant *themes* that can support analysis

A developed and clear *narrative structure*

A clearly discernible *point of view*
For the rest of today...

- Dr. Grant lamented the difficulty that social studies has an enormous amount of content.
- Likewise with content/resources.
- This rest of today will focus on the places that you can locate compelling content that responds to compelling questions and allows students to employ inquiry skills, common core ELA standards, and social studies practices.
- There are two sessions with three choices each (see agenda).
- The full.
- Resources from today’s session are/will be posted at [http://www.monroe2boces.org/ssresources](http://www.monroe2boces.org/ssresources).
The text set I shared earlier (at http://expandingtext.weebly.com/working-conditions.html) was created as an ELA text set. Based on the Odell Model. Try adapting this set to create a Social Studies inquiry, using the Inquiry Design Model (IDM) Blueprint document provided by Dr. Grant.

- Nicole Laura and Susan LeBlanc’s work around creating text sets (ELA Social Studies): http://expandingtext.weebly.com

- More resources are found at Cornell University Kheel Center – Remembering the 1911 Triangle Factory Fire: http://trianglefire.ilr.cornell.edu/primary/photosIllustrations/index.html?sec_id=8
QUESTIONS?

THANK YOU!

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