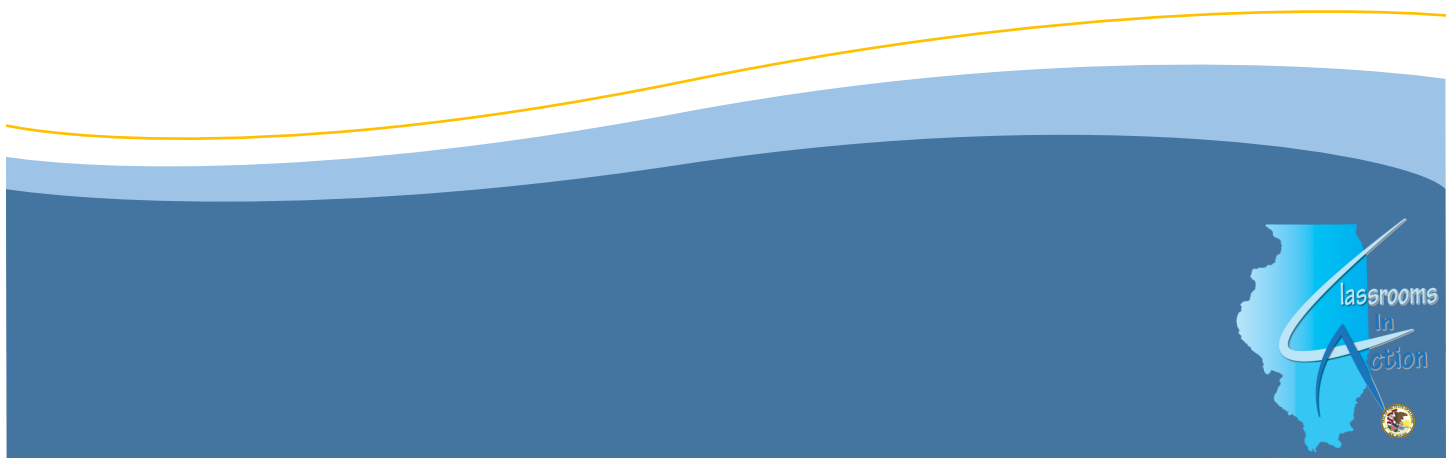# Inquiry-Based Social Science:

Instructional Planning and Strategies

*A collection of resources and ideas to support educators as they create units of inquiry aligned to the Illinois Social Science Standards.

Inquiry-Based Social Science Kit

Intended Audience: Teachers, Curriculum Coordinators, Instructional Coaches, Administrators

Description: This Inquiry Kit was designed to be a collection of resources and ideas to support educators as they create units of inquiry aligned to the Illinois Social Science Standards.

Intended Use: The Inquiry-Based Social Science Kit is intended to be used in a variety of ways.

- Teachers can use this document to explore strategies that can support inquiry within the classroom.
- Teachers can use this document to assist in planning units of inquiry within the classroom whether independently or in a collaborative environment with other educators.
- Curriculum Coordinators, Instructional Coaches, or School Administrators can use this document to support school or district curriculum planning efforts pertaining to the creation of units of inquiry.
- Curriculum Coordinators, Instructional Coaches, or Administrators can use this document to guide professional learning around inquiry in their school or district.

This resources was created by the ISBE Content Specialists as part of a collaborative project between IL Classrooms in Action, the Center for Educational Initiatives at Illinois State University and the Illinois State Board of Education.

Table of Contents

Please note, this document is not an exhaustive or prescriptive collection of resources but rather serves to provide strategy possibilities to inspire educators in the planning of inquiry units.

What is inquiry-based learning?

Inquiry-based learning is a complex process where students attempt to convert information into useful knowledge. Through the inquiry process, students (individually and/or collaboratively) identify issues, ask questions, investigate answers, interpret information, weigh the evidence, come to conclusions, report their findings, and take action on and reflect upon their learning. Keep in mind, true inquiry is an ongoing cycle of learning where one investigation may lead to further questions which can spark inquiries.

Trevor MacKenzie and Rebecca Bathurst-Hunt nicely illustrate in Figure A some of the types of inquiry that students might engage in within the classroom. There are several types of student inquiry on the inquiry continuum with free inquiry being the format where students have the most freedom to customize their learning. In his 2018 book *Inquiry Mindset*, MacKenzie argues that all forms of inquiry have their place in the classroom, especially if the ultimate goal is free inquiry. When determining the most appropriate form of inquiry to use, it is important to consider curricular constraints, state mandates, time, and age of students. Perhaps your
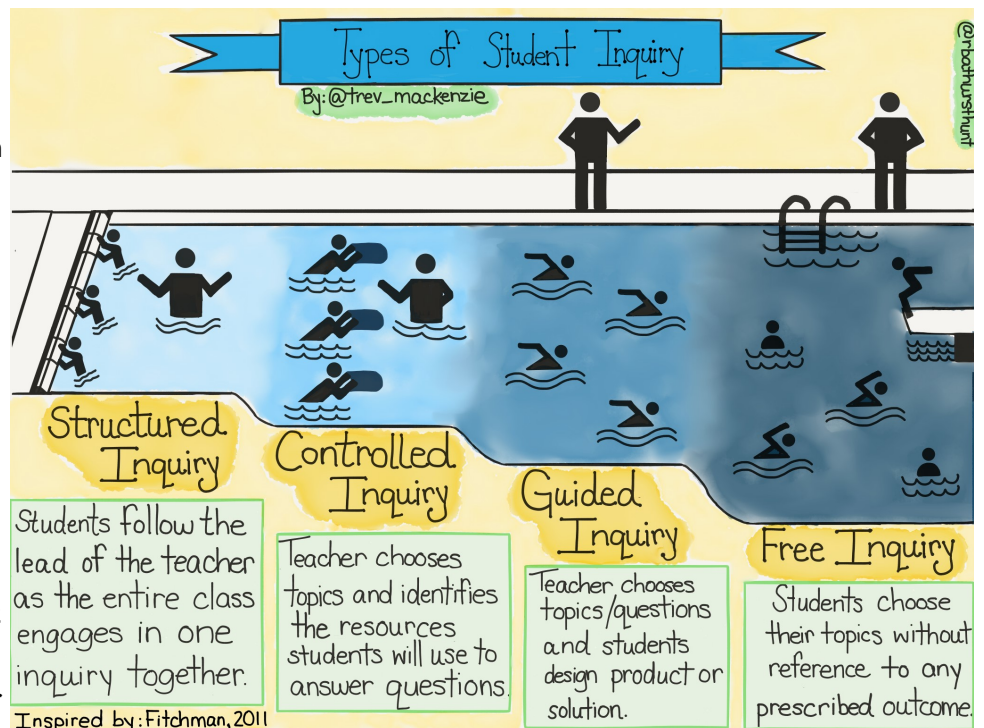

Figure A: Types of Student Inquiry sketchnote from MacKenzie and Bathurst-Hunt

classroom is well suited to work towards a free inquiry unit by the end of the year or perhaps students are better suited to learn in a more controlled/guided inquiry space in your classroom. Educators should use professional judgement to determine what form of inquiry is best suited for each individual unit of instruction in the classroom.

More information about Trevor MacKenzie and Rebecca Bathurst-Hunt's work with inquiry can be found at: https://www.trevormackenzie.com/ and http://rebeccabathursthunt.com/

Where is inquiry in the standards?

In the social sciences, students should be focusing not only on content but also on the process of inquiry. The Illinois Social Science Standards emphasize the idea that inquiry skills are used by students while applying the disciplinary concepts to construct essential and supporting questions, determine helpful sources to conduct investigations, and take informed action. The use of inquiry as a means to address the disciplinary concepts strives to have students use knowledge at increasingly complex levels as a way to integrate content.

Inquiry is not only found in social science, and the skills used throughout a unit of inquiry are utilized in other content areas. Figure B, below, highlights in blue the practice standards and student capacities from the core content areas which address skills used in an inquiry.
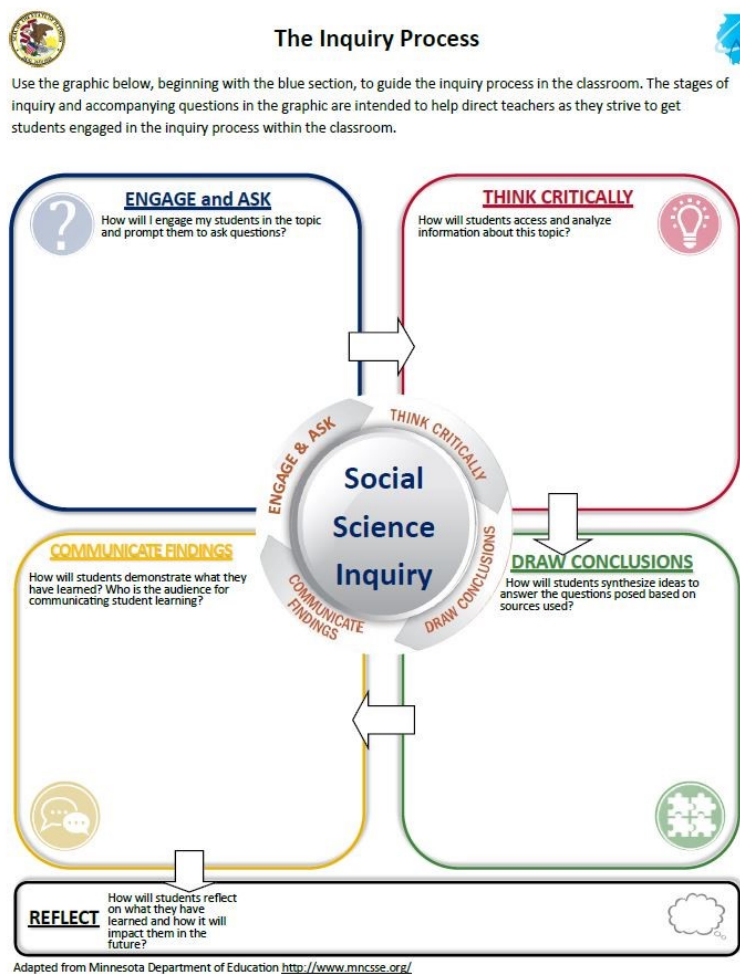
Figure B: Inquiry Connections within the Standards			
Social Science	**Math**	**Science**	**English Language Arts**
Inquiry Skills Standards 1. Developing questions and planning inquiries. 2. Evaluating sources and using evidence. 3. Communicating conclusions and taking informed action.	**Math Practice Standards** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	**Science and Engineering Practices** 1. Asking questions and defining problems. 2. Developing and using models. 3. Planning and carrying out investigations. 4. Analyzing and interpreting data. 5. Using mathematics, information and computer technology, and computational thinking. 6. Constructing explanations and designing solutions. 7. Engaging in argument from evidence. 8. Obtaining, evaluating, and communicating information.	**Student Capacities** 1. They demonstrate independence. 2. They build strong content knowledge. 3. They respond to the varying demands of audience, task, purpose, and discipline. 4. They comprehend as well as critique. 5. They value evidence. 6. They use technology and digital media strategically and capably. 7. They come to understand other perspectives and cultures.

Additionally, the emphasis on inquiry-based learning and collaboration in the Illinois Social Science Standards provide numerous opportunities to incorporate meaningful social emotional learning into social science classrooms. Connecting social emotional learning to real-world situations will assist students in acquiring these skills. To provide students a productive and safe environment to engage in inquiry, instructors should strive to emphasize the key components of social emotional learning. Building a classroom rapport and establishing guidelines for safe discussion provides opportunity for an authentic and meaningful discussion of social emotional issues within the classroom. Using inquiry, students will be able to practice the skills of collaboration, critical thinking, self-management, decision-making, and interpersonal skills that are inherent in the Social Emotional Learning Standards.

The Inquiry Process

Illinois has created inquiry graphics that illustrate the stages of the inquiry process and guide the process for incorporating the Illinois Social Science Standards, particularly the inquiry skills portion of the standards. The statements contained in the graphic are suggested steps for each stage of the process. The intention is to support teachers with the goal of engaging students in the inquiry process. These grade-specific or grade-banded graphics can be found on the Illinois Social Science in Action page at: http://www.ilsocialscienceinaction.org/illinois-resources.html. A blank version of the graphic for planning purposes can be found in the appendix, which begins on page 16, or found electronically here: Blank Inquiry Graphic

The inquiry process highlighted on the grade-level graphics and in this packet is composed of five stages to guide students through the inquiry process in the classroom: Engage and Ask, Think Critically, Draw Conclusions, Communicate Findings, and Reflect. Keep in mind all stages are emphasizing things *STUDENTS* should be doing in the classroom through the course of a unit of inquiry. While this is definitely not the only process or method that can be used to plan for inquiry, it is the organizational structure which will be used throughout the rest of this packet.

The Inquiry Process

Use the graphic below, beginning with the blue section, to guide the inquiry process in the classroom. The stages of inquiry and accompanying questions in the graphic are intended to help direct teachers as they strive to get students engaged in the inquiry process within the classroom.

ENGAGE and ASK
How will I engage my students in the topic and prompt them to ask questions?

THINK CRITICALLY
How will students access and analyze information about this topic?

COMMUNICATE FINDINGS
How will students demonstrate what they have learned? Who is the audience for communicating student learning?

DRAW CONCLUSIONS
How will students synthesize ideas to answer the questions posed based on sources used?

Social Science Inquiry

ENGAGE & ASK — THINK CRITICALLY — DRAW CONCLUSIONS — COMMUNICATE FINDINGS

REFLECT How will students reflect on what they have learned and how it will impact them in the future?

Adapted from Minnesota Department of Education http://www.mncsse.org/

Engage and Ask

The first stage in the inquiry process is Engage and Ask. This stage focuses on getting students engaged in the topic they're about to study and allowing them to ask questions about the topic. In order to plan and prepare to engage students in the topic, educators first need to think through several key ideas such as:

♦ **What topic are we studying?**

   ♦ The topic chosen should adhere to state standards and mandates and hopefully lend itself to addressing multiple standards. Beyond those considerations, curriculum is a local control decision in Illinois, meaning schools and districts retain the right to set curriculum.

♦ **What are the big questions I want my students to be able to answer at the end of the unit?**

   ♦ What's important about this topic? What are the main take-aways I need my students to understand to address these standards? Before proceeding further, educators need to create some essential questions for the unit. Keep in mind, it's important to have a little flexibility with these questions as they may need to be adjusted after students ask questions about the topic.

♦ **How will I engage or interest my students in this topic?**

   ♦ What will grab students' attention and interest AND enable students to ask questions? Students are naturally curious! Yet somehow in the course of schooling students begin to limit their questions. Think about providing something to prompt student questions. For example, a video, picture, artwork, guest speaker, book, poem, question, article, or quote could be used to prompt student questioning. Select an object/item that will focus student questions on the topic as well as lead them towards the predetermined essential questions.

♦ **What questions do my students have about this topic?**

   ♦ What are my students wondering about this topic? Allow students to ask questions in some format. The questions generated can be used to guide the unit of inquiry, and the questions students ask provide insight into any background knowledge or misconceptions students may have about the topic.

♦ **What questions are manageable within the unit?**

   ♦ Once the list of student questions is generated, keep in mind what will be manageable to address within the unit. Considerations of available resources and time need to be made. Also consider how student questions align or support the predetermined essential questions. Do the essential questions need to be revised? Can student-generated questions act as supporting questions in the inquiry? Are there some student questions that need to be set aside for personal investigation at another time?

Engage and Ask

There are a variety of strategies that can be used to engage students in a topic and allow them to generate questions. The following list of strategies are just a few of the possibilities that could be used to facilitate student questioning about a prompt or topic.
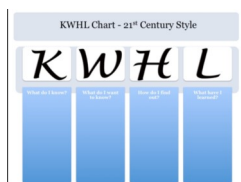
Strategies that could be used to help students organize their questions about a prompt are:

♦ **Basic Brainstorm**

   ♦ Allow students to do a raw brainstorm (independently, small group, or whole class) about the topic.

♦ **KWL (and variations)**

   ♦ Many are familiar with the three-column KWL chart which stands for "what I Know", "what I Want to know" and "what I've Learned". The KWL format is a great way for students to track and record their questions. Additionally, a *MULTITUDE* of variations on KWL exist—try a simple internet search for additional options! Some variations include OWL (observe, wonder, learn), KWHL (know, want to know, how I will learn, and learned) and KWHLAQ (know, want to know, how, learned, action I will take, questions I still have). Images from: http://langwitches.org/blog/2011/07/21/upgrade-your-kwl-chart-to-the-21st-century/
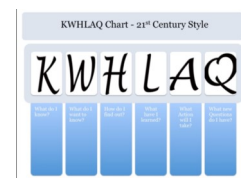
♦ **Question Formulation Technique from the Right Question Institute** (http://rightquestion.org/)

   ♦ The Question Formulation Technique (QFT) is a five step process to help students generate, sort, edit, and prioritize their questions about a prompt (called a QFocus). The Right Question Institute allows educators to create a free account that grants them access to resources, a discussion board of ideas, and other materials to support the use of the QFT within the classroom.

   ♦ The QFT can be adapted for your classroom needs in order to be used with the whole class, small groups, or individually. Questions can also be written on chart paper, electronically, or on a small group worksheet among other options. A modified version of the QFT small group worksheet is included in the appendix and linked electronically here: QFT Small Group Worksheet

Remember, no matter what strategy you choose to use, consider providing students with an image, quote, video/audio clip, or text excerpt to prompt their questioning.
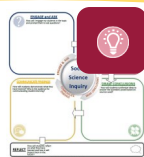
Think Critically

The second stage in the inquiry process is Think Critically. This stage focuses on allowing students the opportunity to explore and analyze a variety of sources. In order to plan and prepare to engage students in critical thinking, educators first need to allow students the opportunity to:

♦ **Read and understand information**

  ♦ Students should be exploring and incorporating multiple sources to gather information about the topic discussed. While the textbook may be used it should be used as one source in a mix of sources. Whenever possible, incorporate primary sources into student investigation as well as primary or secondary sources from other perspectives.

♦ **Analyze sources, information, or data**

  ♦ Students should be utilizing sources to conduct investigations while also engaging in the critical analysis of sources. Asking such questions as: How do I know which sources are valid or reliable? Is there implicit or apparent bias in the sources? These ideas can be explored with students from a young age.

♦ **Use progressive graphic organizers, journaling, writing or drawing to organize initial thoughts**

  ♦ Students need a way to organize their notes and thoughts about the variety of sources they are utilizing. Provide them opportunities to use different formats to record thinking.

♦ **Use collaboration or discussion techniques to further refine thinking**

  ♦ Learners begin to process information when they discuss it with others. Allow students the opportunity to refine their thinking through discussions in the classroom.

There are a variety of strategies that can be used to help students use their critical thinking skills. The following list of strategies are just a few of the possibilities that could be used to facilitate students' critical thinking.

Strategies that could help students think critically by organizing their thoughts or discussing with peers are:

**Note: Some of these strategies are repeated in other stages of the inquiry process because they address multiple skills within the same strategy.

♦ **Think Pair Share (and variations)**

  ♦ Many are familiar with the discussion technique of think, pair, share in the classroom. However, there are many adaptations of this technique that may not be as familiar. A packet with the think pair, share, adaptations can be found here: Think, Pair, Share

♦ **Sentence Stems**

  ♦ Students can use sentence starters or frames to help facilitate sharing their thinking while working collaboratively with their peers. These may help reluctant students feel more confident while making a contribution to the discussion. Sentence stems are found here: Sentence Stems

Think Critically

- **Text Activity Guide (TAG)** - adapted from Janet Allen

  - TAG is a before, during and after reading strategy that is designed to encourage students to actively contribute during the use of a longer piece of informational text, such as a textbook section. TAG promotes students to vigorously involve themselves in meaningful and authentic discussions, writing, drawing and creating. Information about TAG can be found here (TAG information). Additionally a variety of formats exist for creating a TAG so two sample TAGs are available here for your use or inspiration: TAG Sample 1 and TAG Sample 2

- **Read, Rate, Reread** - Kelly Gallagher (www.kellygallagher.org)

  - This strategy, from Kelly Gallagher, can help students digest a tricky piece of text by requiring them to read and reread the several times, discuss with a partner, and write about the text all while rating their understanding after each step in the process. A sample Read, Rate, Reread using an excerpt from Thomas Paine's Common Sense can be found here: Read, Rate, Reread

- **Structured Academic Controversy (SAC)**

  - SAC is a way to provide structure and focus to classroom discussions. Working in pairs and then coming together in four-person teams, students explore a question by reading about and then presenting contrasting positions. Afterwards, they engage in discussion to reach consensus. Information about SACs can be found on the Teaching History site. Additionally, the Stanford History Education Group has a collection of SACs that can be accessed by creating a free account.

- **Back Pocket Questions**

  - This strategy can help encourage more collaborative conversations within groups. Back Pocket Questions are a great way to get a stalled conversation started or a way to encourage students to take their discussion in a new direction. General Back Pocket Questions can be found here: Back Pocket Questions

- **Sketch-to-Stretch**

  - Sketch-to-Stretch is a strategy developed by Harste, Short, & Burke, (1988) in which students draw quick sketches to stretch their thinking and understanding of concepts. Information about this strategy can be found here: Sketch to Stretch

- **Sketchnotes**

  - Sketchnotes are a visual notetaking style that mixes writing, drawing, and other visual cues. And it's not about the quality of the art – it's about how a different medium prompts students to look at learning from a different perspective. Creator Mike Rohde has a webpage and a blog, Sketchnote Army, which have information and resources about Sketchnotes. Additionally, Kathy Schrock has curated a multitude of information at: http://www.schrockguide.net/sketchnoting.html and a list of 10 creative ways Sketchnotes can be utilized can be found on the We Are Teachers site here: Uses for Sketchnotes

Draw Conclusions

The third stage in the inquiry process is Draw Conclusions. This stage focuses on students synthesizing the information they've gathered during their investigation. In order to plan and prepare to allow students to draw conclusions, educators first need to allow students to:

♦ **Synthesize ideas to draw conclusions**

  ♦ Students need to be given the opportunity to take all the information they've learned and synthesize it into conclusions about the topic. This process should allow students to draw their own conclusions, with questioning prompts from educators, to allow them to think more deeply when needed.

♦ **Answer the big question(s) of unit**

  ♦ As students work to synthesize information into conclusions they should be focusing on addressing enduring understandings or main take-aways that were set forth at the beginning of the unit.

♦ **Support answers with information learned from sources or investigations**

  ♦ Students should always be supporting conclusions with evidence from sources. A critical component of the inquiry process is having students refer back to their research to cite evidence in order to support ideas or conclusions.

There are a variety of strategies that can be used to help students practice drawing conclusions. The following list of strategies are just a few of the possibilities that could be used to help students draw conclusions.

Strategies that could help students draw conclusions by discussing with peers or comprehending complex text are:
**Collaboration and Discussion Techniques can help students refine their thinking but students need opportunities to explain their thinking independently even after group discussion or deliberation.

Collaboration and Discussion Techniques

♦ **Think Pair Share (and variations)**

  ♦ Many are familiar with the discussion technique of think, pair, share in the classroom. However, there are many adaptations of this technique that may not be as familiar. A packet with the think pair, share, adaptations can be found here: Think, Pair, Share

♦ **Numbered Heads/Talking Chips** (from Spencer Kagen)

  ♦ Both of these strategies ensure all students in a group are able to contribute and share during group discussion. Information about using these strategies can be found here: Numbered Heads/Talking Chips

Draw Conclusions

Collaboration and Discussion Techniques

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  ♦ Students can use sentence starters or frames to help facilitate sharing their thinking while working collaboratively with their peers. These may help reluctant students feel more confident while making a contribution to the discussion. Sentence stems are found here: Sentence Stems

Text Comprehension Strategies

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♦ **Article of the Week (AOW)** - Kelly Gallagher (www.kellygallagher.org)

  ♦ This strategy allows students to interact with text on current events and issues and helps build background knowledge about world events. Resources (including archived prior AOWs) from Kelly Gallagher can be found on his site here: Gallagher AOW. Additionally, other educators have modified Gallagher's basic structure. For example, Dave Stuart Jr. provides some scaffolds to the basic AOW on his site here: Stuart AOW Scaffolds

Communicate Findings

The fourth stage in the inquiry process is Communicate Findings. This stage focuses on allowing students to share their findings and learning with others. In order to plan to have students communicate their findings, educators first need to think through a couple of key ideas such as:

- **What methods will be used for students to demonstrate what they have learned?**

    - How will students accurately communicate all they've learned throughout the unit? Will multiple options be available to allow for student choice? Having multiple format options will increase student engagement by allowing student centered choices. Any format options given should allow students the opportunity to address the essential questions of the unit (and perhaps several supporting questions) and could function as a unit assessment if it connects to overall unit objectives.

- **Who will this learning be shared with?**

    - Does this merit sharing beyond the walls of the classroom? Engagement is enhanced when students can share what has been learned beyond the classroom and see the impact of their understandings on the world around them. Determine if the unit provides the opportunity for students to take informed action based upon what they've learned. Taking informed action, as included in the Illinois Social Science Standards, is not required of every unit but the opportunity for students to take informed action should be provided when and where appropriate.

There are a variety of strategies that can be used to allow students to communicate their conclusions. The following list of strategies are just a few of the possibilities that could be used to allow students to communicate their conclusions.

Strategies that could help students communicate conclusions are:

Writing (essay, paragraph, etc.)

- **Claim, Evidence, Reasoning (CER)** – originally a Science technique ([Activate Learning's CER Information](#))

    - Utilizing this strategy in a piece of writing allows students to not only cite evidence but ensure they are effectively reasoning through why their evidence supports their claim.

        - Claim – What do you know? What is your position on the question? (ex: I believe that the United States should send money to help other people in the world.)

        - Evidence – How do you know that? (ex: Today, millions of children are in school in Tanzania, Uganda, Kenya, Malawi, and Zambia because of money sent by other countries.)

        - Reasoning – Why does your evidence support your claim? (ex: If more children are able to go to school, then they will get better jobs and be able to support themselves and their families in the future. Without money from countries like the United States, these countries may continue to have a large number of people living in poverty and starving.)

Communicate Findings

Product/project

- **Poster**
- **Flyer**
- **Brochure**
- **Cartoon/Comic Strip**
- **Tic-Tac-Toe/Choice Board**
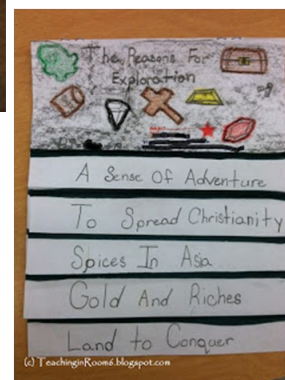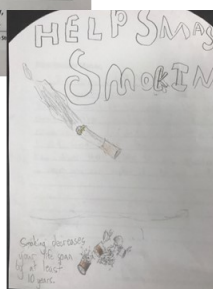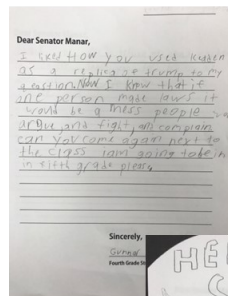
Presentation/Speech

- **PowerPoint/Slide Show**
- **Commercial**
- **Rap/Song**
- **Theatrical Performance Piece**
- **Common Craft video** (www.commoncraft.com)
  - Common Craft videos are short, animated videos designed to explain an emerging or complicated subject in about three minutes. The videos are used in classrooms, presentations, and more. The Common Craft website (above) provides paid video subscriptions or cutout download options. Common Craft has a YouTube channel where they post some videos for free, for example: Electing a U.S. President Video
  - Many educators have taken to having students create Common Craft-style videos to explain the complex concepts they've been studying in class. Materials can be purchased from Common Craft or students can create their own cut-outs, write a script, and film their video to be shared with their classmates. Examples can be found on YouTube such as: Election of 1824
- **Museum Box-Style Videos**
  - Museum Box was formerly a website that provided the tools for students to build up an argument or description of an event, person, or historical period by placing items in a virtual box. However, the concept behind a Museum Box has been adapted by educators and students using other technology platforms. For example, students could use PowerPoint or Google Slides (or similar) to place pictures of their museum objects to pair with a recording of themselves providing a verbal explanation of the importance of all the objects chosen. An example Museum Box-Style video is: Causes of the Civil War

Remember, the key is to ensure the method for communicating allows students to emphasize the essential questions or key takeaways of the unit.

Reflect

The fifth stage in the inquiry process is Reflect. This stage focuses on allowing our students the opportunity to reflect upon their thinking and learning throughout the inquiry process. In order to plan and prepare to engage students in reflection, educators need to allow students the opportunity to think about:

♦ **How has students' thinking changed based on what they have learned through the inquiry process?**

♦ Do students have any new understandings based upon their investigation? Have new understandings changed students beliefs and behaviors in any way? Allow students to reflect upon the impact of their learning both on their life and on the outside world.

♦ **What was beneficial and challenging about the inquiry process?**

♦ Both students and teachers should be given the opportunity to think about what activities or structures worked and what could be adjusted for future inquiries. This can include reflecting on how the student worked individually or within a group (if applicable). Group reflection can also include how the group functioned together, what were areas of struggle, and how to improve group function in the future. In order to allow our students to become better learners who know themselves more thoroughly, they need to be given the opportunity to reflect upon what worked and what didn't.

There are a variety of strategies that can be used to engage students in reflection. The following list of strategies are just a few of the possibilities that could be used to allow students to reflect.

Strategies that could help students reflect are:

♦ **Think Pair Share (and variations)**

♦ Many are familiar with the discussion technique of think, pair, share in the classroom. However, there are many adaptations of this technique that may not be as familiar. A packet with the think pair, share, adaptations can be found here: Think, Pair, Share

♦ **Sentence Stems**

♦ Students can use sentence starters or frames to help facilitate sharing their thinking while working collaboratively with their peers. These may help reluctant students feel more confident while making a contribution to the discussion. Sentence stems are found here: Sentence Stems

♦ **3-2-1 (and variations)**

♦ A 3-2-1 prompt helps students structure their responses to a text, film, lesson, or unit by asking them to describe three takeaways, two questions, and one thing they enjoyed. It provides an easy way for teachers to check for understanding and to gauge students' interest in a topic. Facing History and Ourselves provides information about the 3-2-1 strategy here: Facing History 3-2-1

♦ EconIllinois has provided some variations to the 3-2-1 template with an economic application. Those adaptations can be found here: EconIllinois 3-2-1

Reflect

- **MRI** - from EconIllinois (http://www.econillinois.org/)

    - This strategy can be done verbally or written as a simple exit note. It asks students to summarize the Main idea; Reflect on the meaning; and answer what are the Implications for my life?

- **Exit Note /Exit Ticket**

    - Use this technique to show you what students are thinking and what they have learned at the end of a lesson or unit. Before students leave (for recess, lunch, the end of the day, their next class, or are transitioning to another subject area), they have to hand in a "ticket" filled out with an answer to a question, a solution to a problem, or a response to what they've learned. Exit Tickets help assess if students have "caught what you taught" and plan for the next lesson or unit of instruction.

- **Reflection Questions**

    - Reflection questions allow students to think about their thinking. This kind of questioning allows students to better understand how they are working or learning so they can make changes and adjustments from there. Reflection takes time, and often students think that once their work is complete, they should be finished. Some sample reflection questions are shared by Edutopia here: Reflection Questions as a part of their resources about Problem Based Learning: https://www.edutopia.org/stw-replicating-pbl-resources

    - Additionally, you could ask students to reflect upon the content they've explored by asking them questions such as: How might you look at _____ differently now? How might you respond differently now?

- **Survey about Inquiry Process**

    - A short survey (perhaps only a question or two) could be used to gauge student experiences during the inquiry process and allow them to provide suggestions for improving the inquiry process in the future.

- **Sketchnotes**

    - Sketchnotes are a visual notetaking style that mixes writing, drawing, and other visual cues. And it's not about the quality of the art – it's about how a different medium prompts students to look at learning from a different perspective. Creator Mike Rohde has a webpage and a blog, Sketchnote Army, which have information and resources about Sketchnotes. Additionally, Kathy Schrock has curated a multitude of information at: http://www.schrockguide.net/sketchnoting.html and a list of 10 creative ways Sketchnotes can be utilized can be found on the We Are Teachers site here: Uses for Sketchnotes
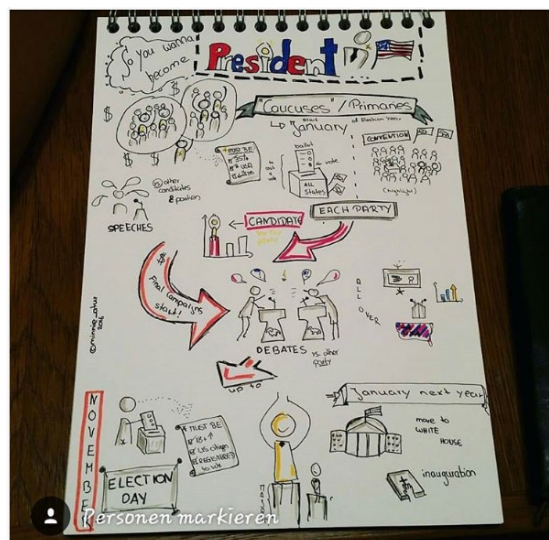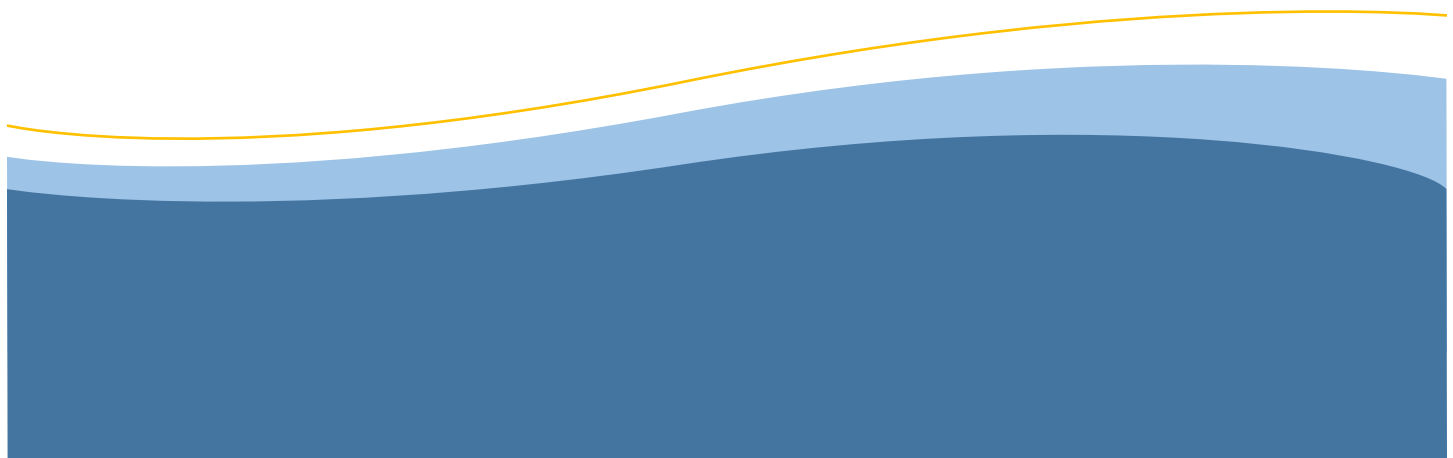

Sketchnote from Instagram User: _fraugpunkt
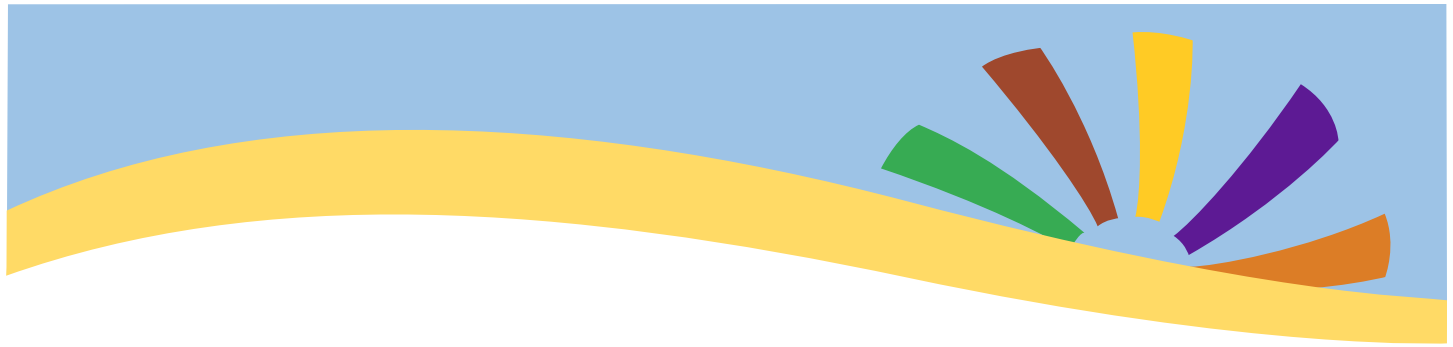
Appendix:

Resource Links and Strategy Handouts

✳ **The following strategies and resources are included in the appendix:**
  - **URLs for Linked Resources**
  - **Blank Inquiry Graphic—Editable PDF**
  - **QFT Small Group Worksheet**

URLs for resources linked within the document (in order of appearance)

Inquiry Process: Grade level inquiry graphics - http://www.ilsocialscienceinaction.org/illinois-resources.html

    Blank Inquiry Graphic - http://bit.ly/ILInquiryProcess

Question Formulation Technique: Right Question Institute - http://rightquestion.org/

    Small Group Worksheet - http://bit.ly/ILQFTsmgroup

Think Pair Share Variations - http://bit.ly/ILThinkPairShare

Sentence Stems - http://bit.ly/ILSentenceStems

Text Activity Guide: TAG information - http://bit.ly/TAGInfo from https://natashabelanich.weebly.com/during-reading.html

    TAG Sample 1 - http://bit.ly/2N7yQnp

    TAG Sample 2 - http://bit.ly/2JVLDwX

Kelly Gallagher Resources - www.kellygallagher.org

    Read, Rate, Reread - http://bit.ly/ILReadRateReread

    Article of the Week (AOW) - http://www.kellygallagher.org/article-of-the-week.

    Dave Stuart Jr. AOW Scaffolds - https://davestuartjr.com/article-of-the-week-scaffolds/

Structured Academic Controversy Information - https://teachinghistory.org/teaching-materials/teaching-guides/21731

    Stanford History Education Group collection of SACs - https://stanford.io/2OGm3dZ

Back Pocket Questions - http://bit.ly/ILBackPocketQ

Sketch to Stretch - http://bit.ly/ILSketchtoStretch

Sketchnotes - Mike Rohde's webpage http://rohdesign.com/sketchnotes/ and blog https://sketchnotearmy.com/

    Kathy Schrock - http://www.schrockguide.net/sketchnoting.html

    We Are Teachers Uses for Sketchnotes - https://www.weareteachers.com/use-sketchnotes-in-the-classroom/

Numbered Heads/Talking Chips (from Spencer Kagen) - http://bit.ly/2FPay0Z

Claim, Evidence, Reasoning (CER)

    Activate Learning's CER Information - https://brad-felix-51zw.squarespace.com/claim-evidence-reasoning

Common Craft Video - www.commoncraft.com

    Ex: Electing a U.S. President - https://youtu.be/ok_VQ8I7g6I; Election of 1824 - https://youtu.be/4iHLEY9etWg

Museum Box-Style Videos: Causes of the Civil War - https://youtu.be/cj5Y_-4XIMo

3-2-1 - Facing History 3-2-1Information - https://www.facinghistory.org/resource-library/teaching-strategies/3-2-1

    EconIllinois - http://www.econillinois.org/ Econ Illinois 3-2-1 - http://bit.ly/EconIL321

Edutopia Reflection Questions - https://edut.to/2I35nfC part of Problem Based Learning resources: https://edut.to/2FQNTl2

The Inquiry Process

Use the graphic below, beginning with the blue section, to guide the inquiry process in the classroom. The stages of inquiry and accompanying questions in the graphic are intended to help direct teachers as they strive to get students engaged in the inquiry process within the classroom.

ENGAGE and ASK

How will I engage my students in the topic and prompt them to ask questions?

THINK CRITICALLY

How will students access and analyze information about this topic?

COMMUNICATE FINDINGS

How will students demonstrate what they have learned? Who is the audience for communicating student learning?

DRAW CONCLUSIONS

How will students synthesize ideas to answer the questions posed based on sources used?

Inquiry

ENGAGE & ASK · THINK CRITICALLY · DRAW CONCLUSIONS · COMMUNICATE FINDINGS

REFLECT

How will students reflect on what they have learned and how it will impact them in the future?

Adapted from Minnesota Department of Education http://www.mncsse.org/
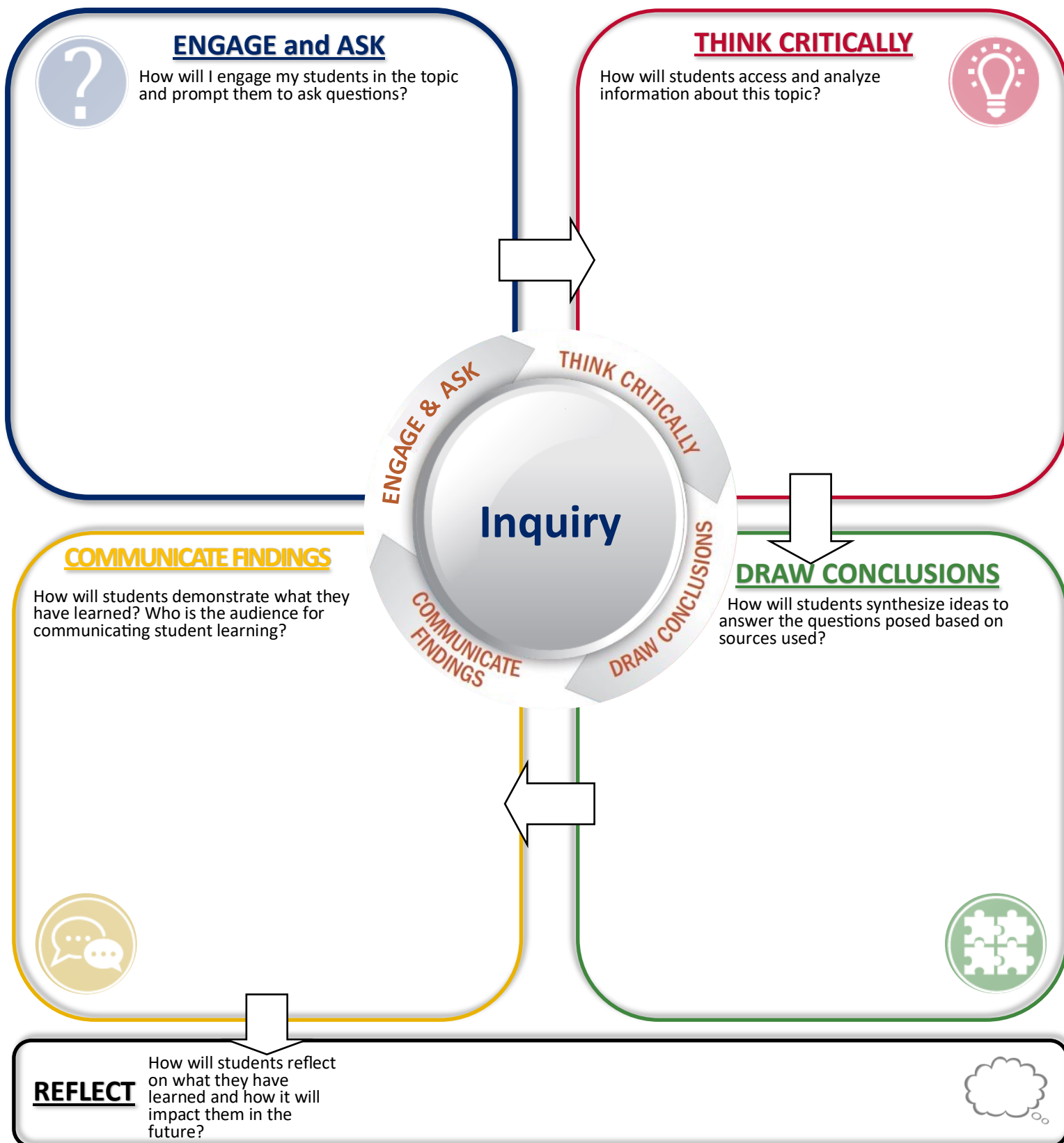
Question Formulation Technique (QFT)
Small Group Worksheet

Date: _____ Teacher/Instructor: _____

Class/Course: _____ Period/Section: _____

Participants: _____

Step 1: Review Rules

<div>

Rules for Producing Questions:

- Ask as many questions as you can.
- Do not stop to discuss, judge or answer any questions.
- Write down every question exactly as it was stated.
- Change any statement into a question.

</div>

Step 2: Generate Questions using QFocus Number questions to help with discussion during rest of QFT

Group Questions:

Step 3: Categorize Questions

Review the list of questions generated and categorize each question as **closed (C)** or **open (O).**

- ▪ A **closed** question has short, direct answers
- ▪ An **open** question requires more explanation.

Step 4: Revise Questions

Review the list of questions generated and adjust or revise any questions as needed. Add any additional questions created from these revisions to the list.

- ▪ Are there any questions you want to revise?
- ▪ Choose at least one question to change from closed to open?
- ▪ Choose one question to change from open to closed?

Step 5: Prioritize Questions

Review the list of questions generated and select your priority questions based on the criteria given by the teacher. Be prepared to share your three priority questions and rationale for selecting those questions.

Priority Questions:
1.
2.
3.

Rationale: