



Social Studies Classroom Practice and Pedagogy

Michigan Department of Education
Teaching Comprehensive History Webinar
Series
Dr. Linda Doornbos
June 7, 2023



Social Studies Classroom Practice and Pedagogy

Thanks, Scott

I appreciate your introduction.

I just want to thank the MDE for this invitation and I feel honored to be part up the series on comprehensive history.

I look forward to spending the next hour or so together re-thinking, re-imagining, and re-envisioning how to bring this rich comprehensive history into the K-16 classrooms using inquiry-based teaching and learning.

I also just wanted everyone know that this slide deck will be made available and all of the resources in these slides are hyperlinked and will be shared...

and speaking of the slides, I want to give a shout out to my amazing friends and colleagues at the Oakland Intermediate School District - Stacie Woodward, Chris Lee and Molly Gale

They have graciously included me in the work they are doing to bring inquiry-based teaching into the classroom by bringing teachers together for PL Design Labs –a few of the slides are from our work in the labs

At one point you will need a piece of paper and something to write with.....



Here's where we are headed in our time together

The presenters in the comprehensive history series have gifted us with marvelous content and resources and now we are challenged to move forward in making intentional pedagogical choices to bring this comprehensive history into our K-16 classrooms.

And yes, you did hear me say K-16 ...we need to tap into the curiosities of young children,
to honor their forever questions of why,
to provide them with the scaffolding needed to learn to live in a world so that they can be active, informed participants in our complex democracy and learn to honor and respect differences

Together we can learn—we can learning **with** inquiry(the content) and **from** inquiry (as critical thinkers) to navigate how to do life rightly amidst the good, the bad, and the ugly

Overview: Inquiry-Based Practice and Pedagogy



Why

Informed Civic Participation

- discern assumptions about how we see the world
- disrupt assumptions as new knowledge is presented
- develop with others to create a more just and equitable society

What

The C3 Framework

- develop robust investigations
- consider possible solutions and consequences
- separate evidence-based claims from opinions
- provides ways to communicate and act

How

Inquiry Design Arc

- make the instructional shifts
- interact with the Inquiry Design Model (IDM) as a design tool
- be exposed to multiple inquiries designed using the C3 Framework

In our time together we will be looking at the why, the what and the how of inquiry based teaching and learning

We will start with looking at why ...we need to infuse inquiry into our practice..

then we will spend time investigating what the C3 Framework has to offer –

The C3 Framework was embedded into the 2019 adopted Michigan Social Studies standards as an instructional tool used to breathe life into the content..It is intentionally designed to

- a) enhance the rigor of the social studies disciplines;
- b) build critical thinking, problem solving, and participatory skills to become engaged citizens;
- and
- c) align academic standards that draw on the English Language Arts and Literacy skills in History/Social Studies.

and end with how—the nuts and bolts of how to use the Inquiry Design model of the C3 Framework to design and implement inquiry in the classroom.



02

Why Inquiry?



When we think about using inquiry as an instruction tool it's important for us to position ourselves in the work....to know our individual stories, to know the larger story and then considering how our story fits into the larger story...


So my story: How did I come to see and act in the world?

- Grew up in white world where I was taught implicitly and explicitly
- “White is right” and “you’re not much if you’re not Dutch”
- I knew no different—that is until my husband and I moved to Gallup, New Mexico—where for 9 years we lived near the Navajo reservation and I taught in a former missionary boarding school...teaching a group of students—Navajo, Zuni, Hopi, Hispanic, Af. American, and Anglo radically changed how I saw the world, experienced US history, and how I saw my role in being part of creating a better world for all people
- These experiences and many others (Past and Present) are part of my life-long journey of learning about differences...and how to navigate the world...some of the highlights
 - having a special needs child,
 - having a gifted child who just thirst for wanting to know about the world was exhausting and invigorating at the same time....
 - Teaching in multiple settings...NM, urban setting downtown Grand Rapids, and in a wealthy, white parochial school in a wealthy suburb
 - PhD at MSU..teaching at OU and investigating with preservice

teachers Takaki's different mirror a multicultural lens of the history of the United States, Dunbart-Ortiz's account of Indigenous Peoples' history of the United States and Bronshi's Queer History of the United States

- These and countless other voices and experiences have taught me how to study the past in order to better understand the present and to walk alongside others in imagining and acting to make the world a better place for all people


So I would argue that we all need to continually learning and reflecting on how our individual stories connect to the larger storylet's now turn to that larger story



America the Beautiful

As you watch this video consider the following questions:

- What does it mean to be an American?
- Whose stories should be included in the history of our country?
- How do individual stories connect to the larger story of our country?
- What is our role in creating a more just and equitable society?



We are going to watch a two minute video and as we do I want you to focus on the following questions...

- What is the story of America?
- What is it portraying about the story of America?
- Whose stories do we tell in the history classroom? Why is it important that we think about what history we tell and what history we omit/silence or misrepresent?
- How are all individual stories connected into the larger story of our country?
- What is our role in creating a more just and equitable society?

Caveat –before I show the video ... I am in no way promoting Joe Biden and his administration...I ask that you ignore the picture of him you will see on the opening screen and the message for his election at the end.....

instead focus on the people you see, the lens through which you see them, the significance of the frames you see...and what it means to be a country that honors and respects differences...

How does
this image
capture the
message in
the video?



With the video in mind....

Take a moment to let this image sink in...what do you see?

Allow a few seconds of silence as they take in this slide

Yes...This is the preamble to the Constitution of the United States..go to the next slide



We the People of the United States

in Order to form a **more perfect Union**,

- establish justice
- insure domestic tranquility,
- provide for the common defense,
- promote the general welfare, and
- secure the blessings of liberty to ourselves and our prosperity,

do **ordain and establish**

this Constitution for the United States of America."

Our story..the story of the United States.....

We the people...

What does is mean to be an Amercian?

How has "who" the people are changed over time?

Who has played a significant role in the shaping of our nation?

Who decides who is and who is not an American?

How does who is defining "the people" matter?

Seeking to create a more perfect union

Who has played a significant role in the good, the bad, and the ugly parts of our story?

What does it mean to create a more perfect union?

How does who is asking the question and who is defining a "more perfect union" matter for how we live and act in the world?

Featuring
Dr. Pamela Brandwein
 University of Michigan
 Department of Political Science

Dr. Brandwein is a specialist in law and politics, including race and civil rights. Her research provides learning opportunities about race and labor that shaped struggles to end slavery, the ratification of the 13th, 14th, and 15th amendments to the U.S. Constitution, and Reconstruction.

Asian Americans & the United States: Immigration & Citizenship Movements

A Teaching Comprehensive History Webinar Series
 Presented by the Michigan Department of Education
 FEATURING

Dr. Naoko Wake
 Author, Professor of History and Director of the Asian Pacific American Studies Program at Michigan State University

Dr. Andrea Louie
 Award-Winning Author, Professor of Anthropology and Founding Director of the Asian Pacific American Studies Program at Michigan State University

Featuring
Dr. Seena Skelton
 Director, MAP Center; Director of Operations, Great Lakes Equity Center

Dr. Skelton has co-authored publications on topics related to improving outcomes for marginalized youth including a book chapter on addressing equity in transition education for youth of color with disabilities. Dr. Skelton regularly presents at state, regional, national, and international conferences, and is the editor of *Multiple Voices: Disability, Race, and Language Intersections in Special Education*.

Featuring
Dr. Victor Ogueji
 Department Head
 Eastern Michigan University
 Africology and African American Studies

Professor Victor Okafor is head of the Department of Africology and African American Studies at Eastern Michigan University. Author of five books, Dr. Okafor has also contributed chapters to several anthologies and published a variety of scholarly articles in journals such as the *Western Journal of Black Studies*, the *Journal of Black Studies*, *Africa Update*, and the *Griot*.

Teaching both offline and online in professional and academic settings, Dr. Okafor's overall teaching experience includes courses on or related to:

- The history of Black studies
- Theories, methods and methodologies in Black studies
- Black politics and public policy
- Multiculturalism

Featuring
Dr. Jorge L. Chinae
 Professor, Academic Director, Center for Latino/a and Latin American Studies, Wayne State University

Dr. Chinae specializes in colonial Latin American history and has researched the themes of immigration, settlement, and colonial exploitation of the Hispanic Caribbean. His writing has received Wayne State University's Board of Governors Faculty Recognition Award.

Featuring
Dr. LaShawn Harris
 Michigan State University
 Department of History

Dr. LaShawn Harris is an Associate Professor of History at Michigan State University and Assistant Editor for the *Journal of African American History*. Her writing explores African American Women and American labor and working-class history. Dr. Harris received a Ph.D. in history from Howard University.

Remembering the Holocaust
Never Forget to Never Repeat

A Placement History Webinar Series Presented by the Michigan Department of Education
 Featuring
 Arnie Portnowski, PhD & Rick Schaffner

Teaching history through diverse resources while highlighting how documents have shaped our perception of the past is a challenge. This webinar will explore the importance of the Holocaust in American history and how it has shaped our understanding of the world. We will discuss the challenges of teaching the Holocaust and how to use primary and secondary sources to help students understand the complexity of the event. We will also discuss the importance of the Holocaust in American history and how it has shaped our understanding of the world.

Seeking to establish and ordain...

Maawindonggonen: Using the Indigenous-Developed Social Studies Resource Guide to Teach 'To and About First Peoples'

Presented by the Confederation of Michigan Tribal Education Departments (CMTED) with the support of the Michigan Department of Education Indigenous Education Institute
 June 29, 2022, 4:00 - 5:30 pm

Featuring
 Jennifer Cotte, Melissa Hesse, Amanda L. Wessert

Teaching to and about Indigenous Peoples through Indigenous-developed and Indigenous-validated educational resources can raise student engagement around historical context and civic involvement. The Confederation of Michigan Tribal Education Departments (CMTED) is proud to share Maawindonggonen: Anishinaabe Resource Manual. This is the first CMTED-endorsed resource that was developed to support educators in the implementation of Michigan's Social Studies standards. Educators are invited to join this webinar to learn about the development and use of the manual, as well as best practices for using these CMTED-endorsed instructional materials such as books, podcasts, videos, and webinars. COST: There is no cost to participate in this webinar series. SCECHS are available. Register Online by June 27.

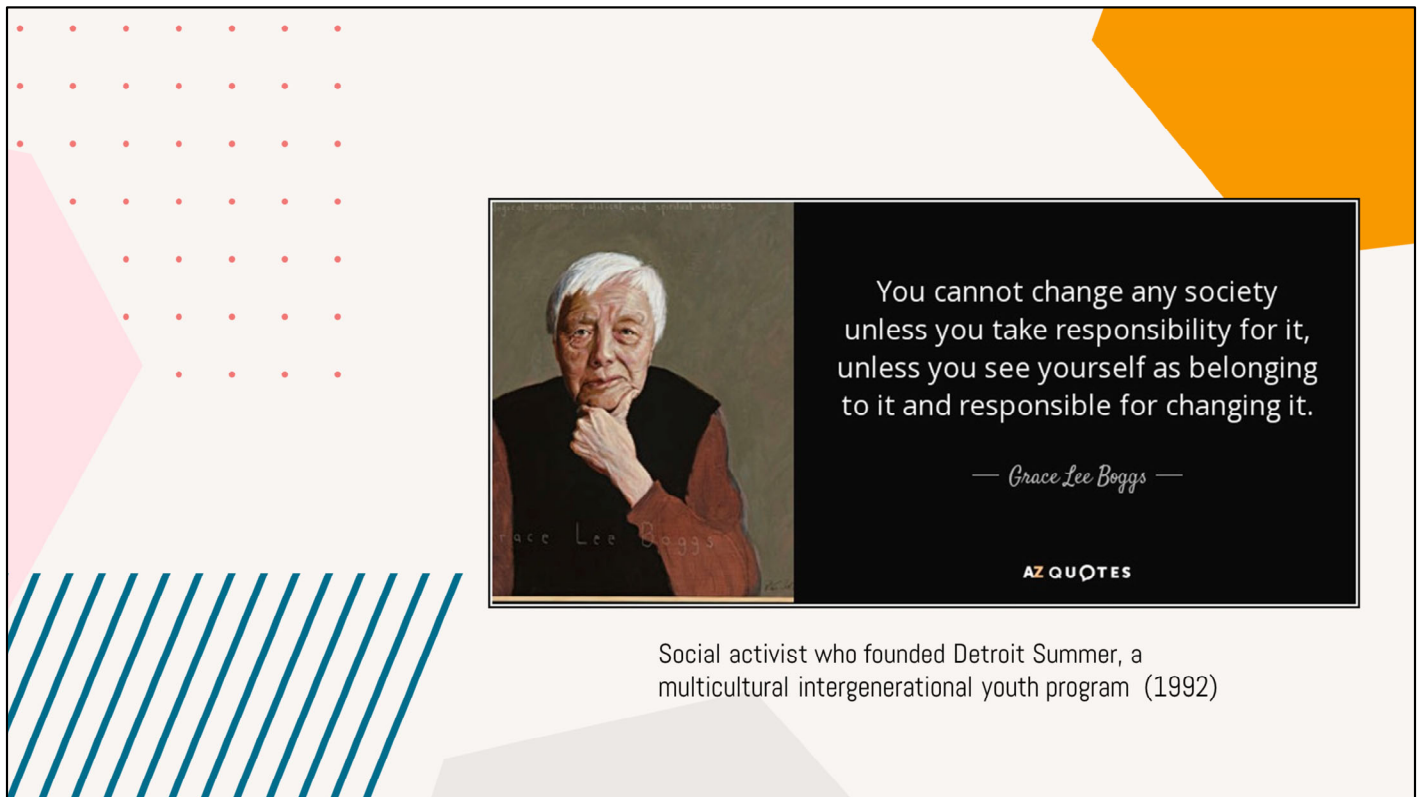
A MORE PERFECT UNION

The comprehensive history series has been a wonderful source for learning about the larger story of the United States.

These wonderful presenters provide powerful ways for us to learn the stories of the people who have shaped this country..and leave us with thought provoking ways to think about what history should be taught and why...

They shared their expertise and opened our hearts and minds to the larger story –the good–the bad–and the ugly parts of it...

Each has challenged us with bringing this information into the classroom..giving us wonderful primary and secondary sources, people, events, and has helped us make sense of who we are, who we are as a nation



You cannot change any society unless you take responsibility for it, unless you see yourself as belonging to it and responsible for changing it.

— Grace Lee Boggs —

AZ QUOTES

Grace Lee Boggs

Social activist who founded Detroit Summer, a multicultural intergenerational youth program (1992)

How can we make history come alive in our classrooms?

How can we make it so that students see that history is not just about a bunch of dead people who did “some things” rather it’s about studying the past to better understand the present and tsee in our role in it so that together we can imagine and work towards a better future.

However, as we have heard.....

- history is complicated,
- perspective matters,
- how we define who “we the people” are and how we define what it means to establish and ordain a more perfect union matters..

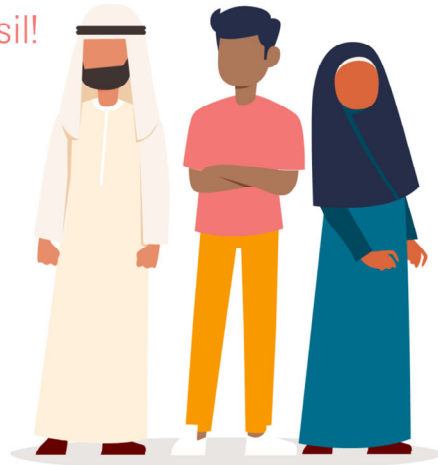
So—as we the people..seeking to create a more perfect union.... let’s dive in....

Activity: Name Five!

Grab a Piece of Paper and a Writing Utensil!

African Am.	Latinx Am.	Asian Am.	Native Am.	Disabled Am.	LGBTQ+ Am.
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.

You will have 30 seconds to 1 minute to name 5 notable people (living or dead).



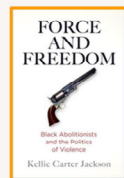
give time to grab pencil and paper

watch the clock for 1 minute.

Introducing:

19th Century historian in the
Department of Africana Studies at
Wellesley College

Author: *Force and Freedom: Black
Abolitionist and the Politics of Violence*
(2019)



Let's listen to a short 2 minute video as Kellie Carter Johnson explains how and why she includes the name five activity in her classroom

So why inquiry...

To teach comprehensive history in our classrooms...

SO THAT we recognize how history has been presented to us...search our voices that have been silenced or marginalized—to realize how many great people have helped shape the greatness of America



Why Inquiry?

- Inquiry allows us to discern how we have come to see and act in the world.
- Inquiry allows us to gain perspective on how others have come to see and act in the world.
- Inquiry goes beyond meaningless memorization to rigorous and relevant learning in the classroom. It
 - connects us to who we are,
 - who others are, and
 - opens up opportunities for us to imagine and act on creating more just and equitable world for all people!

Why Inquiry?

- Inquiry allows us to discern how we have come to see and act in the world.
- Inquiry allows us to gain perspective on how others have come to see and act in the world.
- Inquiry goes beyond meaningless memorization to rigorous and relevant learning in the classroom...learning that connects us to who we are, who others are, and opens up opportunities for us to imagine..and act to create a better—more just and equitable world for all people!

Why Inquiry?



- Increases Rigor and Cognitive Load
- Increases Engagement and Interest
- Increases Intellectual Risk-Taking
- Develops Soft Skills
- Scaffolded Support for Student Autonomy
- Collaborative Work-Authentic Learning
- Develops Love for Learning
- Tackle Real-Life Complex Problems
- Builds Learner-Confidence

[Science Education](#)

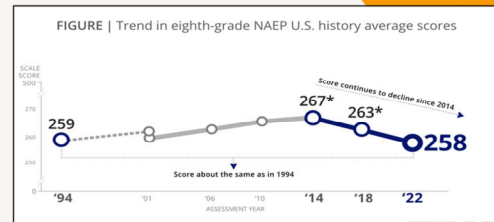
Soft skills

They're often called transferable skills or interpersonal skills

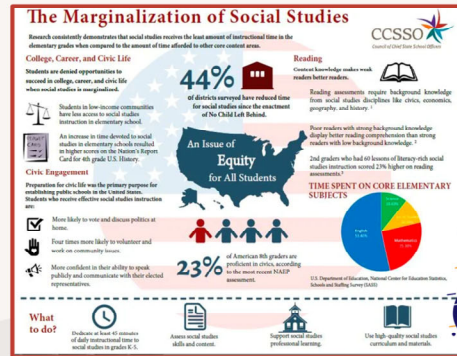
such as the ability to communicate clearly, the ability to work well with others and the ability to manage their time effectively.

Standardized tests typically promote factual recall rather than considered applications (Grant, 2010; Grant and Salinas, 2008).

When students experience inquiry-based instruction, they flourish (Gradwell, 2006; Parker et al. 2013).



RAND AMERICAN EDUCATOR PANELS



STAY TUNED

Our Nation's recent report card –showing disturbing declining history scores along with the recent Rand report specific to social studies was not good..... many schools lack the infrastructure for good quality social studies instruction..– especially since the NCLB and high-stakes testing

And we want you to stay tuned...we have a newly developed advisory group of teacher educators, ISD consultants, representatives from organizations such as iCivics, state consultants Our goal is to promote the increase in quantity and quality of social studies in MI..we've just begun with a survey in which over 1000 teachers and administrators participated in and we are eager to analyze and strategically plan next steps

If we want informed-active-civic engagement to promote the common goodwe need to invite all students K-16 into being “we the people” and creating learning opportunities for all of us to be part of creating a more perfect union where people thrive..not merely survive

03

What is Inquiry?



The lynchpin is the
College, Career, and Civic Life (C3)
Framework



What is your current level of familiarity with the C3
Framework? (Poll 1)

Now we want to spend a few minutes investigating what the C3 Framework is....

before we begin it would be helpful for me to know your level of familiarity with the C3 Framework

none at all
a little
somewhat familiar
very familiar

Scott..could you display the poll now..thanks

The C3 Framework: 4 Dimensions



Frame Inquiries with Questions

Engage in Disciplinary Literacy: Read Write and Think Deeply

Evaluate Sources and Use Evidence to make Informed Claims

Act in Ways to Promote the Common Good

Scholarly Rationale for C3 Framework

Provide a common language and curricular approach to inquiryfeatures 4 distinct but inter-related dimensions with an inquiry arc that lays out a process for supporting students to ask questions about our social world, use concepts and tools from the disciplines that make up social studies, analyze an argue about what they have learned, and apply that knowledge to the challenges that face our world today.

Our democratic republic will not be sustained unless students are aware of their changing cultural and physical environments.

We want students to:

Know the past and connect it to the present

Read, write, and think deeply

Act in ways that promote the common good (the life, liberty, and the pursuit of happiness comes with responsibility in taking care of each other and the environment

And although there are differing opinions on these objectives...the goal of knowledgeable, thinking, informed active citizens is universal

C3 Framework

Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action

- Questions are crucial
- Tap into students' natural curiosities
- Students are active sense-makers (not passive empty vessels)
- Go beyond the didactic, unidirectional process of learning
- Requires problem-solving strategies
- Investigate the social world in search of better ways to navigate it...

The **C3 Framework** is centered on an **Inquiry Arc**—a set of interlocking and mutually supportive ideas that frame the ways students learn social studies ... where questions are(read the slide)

Inquiry-based teaching and learning furnishes students' mind with the subject matter of history and the social sciences and empowers them to reason with evidence—sourcing, contextualizing, corroboration, questioning.

This liberates them to think outside the boxes of their upbringing and the status quo. Inquiry is a blade that can cut through the crust of conventional wisdom, leading the thinker into the unknown,

This is its social justice rationale...All of our students should have access to it

so in this process..question are ..

C3 Foundations: Inquiry Arc, Disciplinary Literacy & Civic Life

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Compelling and Supporting Questions and Planning Inquiries	<ul style="list-style-type: none"> • Civics • Economics • Geography • History 	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

Inquiry

Questions drive the learning

Disciplinary literacy

Content + skills of the discipline

Civic Life

Informed action & dispositions

Another way to illustrate the C3 Framework

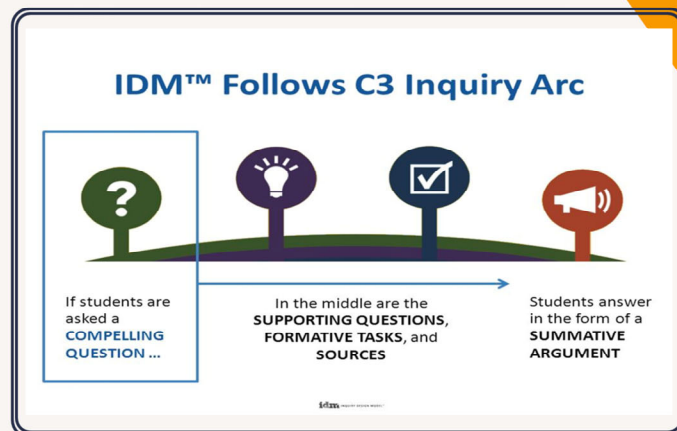
elements of an inquiry support and scaffold students engagements SO that they are invited into and excited about their role in a complex –but beautiful, pluralistic democracy

Initiated and sustained by questions,
Structure through tasks
and enabled with sources

And the more we know about the content—which the previous webinars really laid out for us ...the better we will be at crafting rigorous and relevant inquiries

Inquiry Design Model

The Inquiry Design Model: A template for designing using the set of interlocking and mutually reinforcing Dimensions of the C3 Framework



Now we turn our attention to the IDM..the Inquiry Design Model...

Some of you might be thinking...



What is the IDM and what does this have to do with teaching comprehensive history?

Questions

Tasks

Sources

The Inquiry Design Model

- blueprint to create student-driven inquiries (one-page)
- draws attention to the main elements of the Inquiry Arc of the C3 Framework
- honors teachers' expertise
- avoids over prescription
- questions, tasks, and sources drive the design process and implementation

The Inquiry Design Model (IDM)

- Unique to the IDM is the blueprint, a one-page representation of the questions, tasks, and sources that define an inquiry.
 - goal is to fit it all on one page..., align to standards-design with the end in mind
 - 3 different templates....focused inquiry, 3 question inquiry...4 question inquiry
- Visual snapshot of an inquiry —lots of moving partsall working well together
- distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise,
- avoids over prescription,
- focuses on the main elements of the instructional design process

go to next page

The IDM represented in the Toolkit features a compelling questions and the elements necessary to support students as they address that question in a thoughtful fashion.

Toolkit Element	Purpose
Compelling question	Frames the unit of study
Staging the compelling question	Builds student interest
Supporting questions	Develop the key content
Formative performance tasks	Demonstrate emergent understandings
Featured sources	Provide opportunities to generate curiosity, build knowledge, and construct arguments
Summative performance tasks	Demonstrates evidence-based arguments
Extension activities	Provide options to the summative task
Taking informed action exercise	Offers opportunities for civic engagement

Instructional Shifts in Social Studies

Sit and get; teacher gives information	Students investigate authentic problems of the discipline and make evidence-based arguments
Teacher transmits knowledge to students, who recite "knowledge"	Students engage in and co-construct learning with the teacher through inquiry-based experiences
Textbook is the central resource and it is viewed as the authority and not questioned	Students actively engage with—and analyze—a wide range of sources authentic to the disciplines of social studies
Students respond to questions with "correct" answers; answers are central	Build disciplinary skills through constructing meaning and drawing evidence-based conclusions; questions are central
Learning is impersonal and disconnected from the "real world"	Learning connects meaningfully to student interest, voice and life outside the classroom walls

It's important that we zoom and take a broader look at the the instructional shift that needs to shifts happen in moving towards inquiry based teaching and learning,

Inquiry is *part* of building an equitable classroom. It is not something we pull off the shelf to do as a special project or activity..but rather a way of being ..a way of approaching teaching and learning...preparing students for the real world...messy, complex...but amazing and beautiful

Giving students the space to think, question, grapple with evidence, etc.
set up a classroom that is more equitable than one in which we (Talking heads) as disperse knowledge to students and ask them to "regurgitate" it back to us.

Shifting Roles



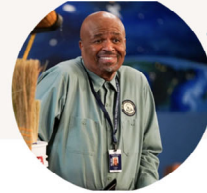
Teacher

- facilitator
- environment creators
- shift responsibility to students
- willing to accept the complexity, messiness of inquiry learning



Students

- responsible
- active sense-makers
- collaborative construction of knowledge



Content/Skills

- beyond just-the-facts
- exposure to perspectives
- disciplinary thinking
- digitally literate
- for the purpose of acting in the world

Making the instructional shifts requires shifting the roles of the teacher.....the students...the content/skills

Teaching Comprehensive History Requires:



Discern

critically discern assumptions about how we see and live in the world

Disrupt

constantly disrupt those assumptions as new evidence is provided that helps us to see the world from different perspectives

Develop

continually develop with others ways to think and act to make the world more just and equitable

If we are truly going to approach teaching and learning through an inquiry lens it needs to be who we are from the inside out...we don't just dust it off a shelf to use everyone in awhile...but in all we do we seek to learn our story, the bigger story, and how we work together to make the world a better place. We the people...seeking to create a more perfect union

- *critically discern* our assumptions about how we see and live in the world
- *constantly disrupt* those assumptions as new evidence is provided for us to see the world from different perspectives
- *continually develop* with others so that our learning shapes the way we think and act to make the world more just and equitable

Teaching Comprehensive History Requires...

- Asking compelling and supporting **questions** that explicitly critique systems of power and oppression
- Exposing students to **sources** that include the perspectives of marginalized and oppressed groups
- Developing **tasks** and **taking informed action** activities that push students to take tangible steps toward alleviating the injustice explored in the activity

[Crowley & King, 2018](#)
[Conrad & Gallagher, 2023](#)

Be sure to point out the articles

Crowley and King..seminal piece about making inquiry critical - in the way we frame the compelling questions, what sources we allow students to investigate, and the task we create and the informed action piece that

Conrad and Gallagher.....how to hone those compelling questions so that they are truly compelling

Messy work...complex work..but necessary and crucial to teaching comprehensive history in our classrooms

Teacher Education Research Collaborative Inquiries

Let's walk through an example...

Chantelle Grace
Published by NCSS: TERC Inquiries



That all was a lot of words..so let's take a few minutes to Walk through an example that was created during TERC

We were a group of teacher educators who came together to write inquiries focusing on Asian American History

- Building our own content knowledge
- Listening to the voices and experiences of marginalized/oppressed silenced people
- Collaborating with others
- Starting Small

Show the other inquiries on the NCSS site

...this is a quick walk through showing the different dimensions and how they work together- the the 4 dimensions of the c3 framework.....intersecting and multidimensional...

In a few minutes we'll take a closer look on each section of the template..questions, tasks, and sources

9-12 Grades - Angel Island Inquiry

Why should we question the claim that Angel Island was the "Ellis Island of the West"?	
Standards and Content	<ul style="list-style-type: none"> D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
Staging the Compelling Question	Engage students in a See Think Wonder of this Angel Island image . Students will then be invited by the teacher to participate in an inquiry to further explore the compelling question, "Why should we question the claim that Angel Island was the 'Ellis Island of the West'?"



Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is Angel Island and what purpose did it serve in the early 1900s?	What were the conditions like for immigrants detained at Angel Island?	How did the detention conditions of Angel Island compare to Ellis Island?	Why were the detention conditions different between Angel and Ellis Island?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a visual display showing understanding of Angel Island and its purpose during the early 1900s.	Capture detained immigrant experiences on Japoband using the prompt "When you tell our story, write that we _____."	Create a Venn Diagram to compare and contrast Angel and Ellis Island's immigration stations.	Engage in affinity mapping to capture the different conditions of Angel and Ellis Is
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Map of Angel Island</p> <p>Source B: Picture of Angel Island</p> <p>Source C: California Parks and Recreation Site Description</p> <p>Source D*: Brief History of Angel Island Immigration Station - Video</p> <p>*Alternate Video for "Source D" if YouTube Access is Restricted:</p>	<p>Source A: Poem Carving on Walls of Angel Island</p> <p>Source B: New York State's 15-month Detainment on Angel Island</p> <p>Source C: Chinese Consolidated Benevolent Association (CCA) telegram to President Warren Harding</p>	<p>Source A: Processing Information of Angel and Ellis Islands</p> <p>Source B: Sample Interview Questions from Angel and Ellis Islands</p> <p>Source C: Fingland Accounts from Immigrants Detained at Ellis Island</p> <p>Source D: Fingland Accounts from</p>	<p>Source A: Next Year in America! Image</p> <p>Source B: "Orientals" unfairly singled out" Newspaper Article</p> <p>Source C: Huskworm Media Coverage</p> <p>Source D: Letter from Supervising Doctor at Ellis Island</p> <p>Source E: Letter from Supervising Doctor at Angel Island</p>

The Inquiry: Overview and Highlights

Why should we question the claims that Angel Island was the "Ellis Island of the West"?

Note: can click on template to locate the full inquiry

9-12 Grades – Angel Island Inquiry

Why should we question the claim that Angel Island was the “Ellis Island of the West?”

Standards and Content

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Staging the Compelling Question

Engage students in a See Think Wonder of this Angel Island image. Students will then be invited by the teacher to participate in an inquiry to further explore the compelling question, “Why should we question the claim that Angel Island was the ‘Ellis Island of the West’?”

*Could also include [MI SS Standards](#), [Literacy Standards](#) (NCTE) and [Social Justice Standards](#)

Begin with the end in mind....standards....backwards design

Standards...these were taken from the C3 Dimensions, but you would use MI K-12 standards

Jump to the end of the template—where do we want students to land

Then the sources and tasks are scaffolding and guided instruction to get them there...

**Summative
Performance Task**

ARGUMENT: Why should we question the claim that Angel Island was the 'Ellis Island of the West'? Construct an argument (e.g. detailed outline, poster, essay) that evaluates the need to question this claim using specific and relevant evidence from the aforementioned sources to support your argument.

EXTENSION: Create a journey box that captures the ways in which Angel Island was not the 'Ellis Island of the West.' Be sure to include at least 8-12 artifacts in your box with corresponding captions that address how each artifact reflects your final thoughts on the compelling question.

**Taking
Informed
Action**

UNDERSTAND the specific ethnic group experiences of Asian immigrants who were detained at Angel Island, including but not limited to the experiences of Japanese immigrants, Chinese immigrants, Filipino immigrants, etc.

ASSESS the ways in which their social studies textbook(s) discuss/do not discuss Angel Island and the experiences faced there by these various ethnic groups of Asian Diaspora.

ACT by sending letters/emails to the textbook publisher (see "Contact Us" section of publisher's website for address and/or email information) demanding changes to the narratives expressed in their respective textbooks regarding Angel Island and proposing sample narratives that would more accurately represent the conditions faced by various groups of Asian immigrants.

Staging the Question

Why should we question the claim that Angel Island was the Ellis Island of the West?



See, Think, Wonder

Image stages the question to:

- ignite curiosities
- incite prior knowledge and experience
- invite students into the inquiry

National Archives, Washington, D.C

[QFT Slides](#)

Image used to access students' prior knowledge and to ignite and invite them into the inquiry....

Usually the last thing you plan in the inquiry-
Examples.

- lists
- Political cartoon
- Photo.image –visual thinking strategy
- Short video
- Question Formation Technique—Right Question Institute
- Can look at other inquiries for ideas

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is Angel Island and what purpose did it serve in the early 1900s?	What were the conditions like for immigrants detained at Angel Island?	How did the detainment conditions of Angel Island compare to Ellis Island?	Why were the detainment conditions different between Angel and Ellis Island?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a visual display showing understanding of Angel Island and its purpose during the early 1900s.	Capture detained immigrant experiences on Jamboard using the prompt "When you tell our story, write that we _____."	Create a Venn Diagram to compare and contrast Angel and Ellis Island's immigration stations.	Engage in affinity mapping to capture the different conditions of Angel and Ellis Is
Featured Sources	Featured Sources	Featured Sources	Featured Sources

Supporting questions....support students in answering the compelling question...this is where the heart of the content comes..we

Increase in complexity

Formative tasks where students capture their learning using the sources provided...

Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Map of Angel Island</p> <p>Source B: Picture of Angel Island</p> <p>Source C: California Parks and Recreation Site Description</p> <p>Source D*: Brief History of Angel Island Immigration Station - Video</p> <p>*Alternate Video for "Source D" if YouTube Access is Restricted: Pacific Gateway - Video</p>	<p>Source A: Poem Carving on Walls of Angel Island</p> <p>Source B: Mrs. Lee Yoke Suey's 15-month Detainment on Angel Island</p> <p>Source C: Chinese Consolidated Benevolent Association (CCBA) telegram to President Warren Harding</p> <p>Source D: Chinese Men's Dormitory</p> <p>Source E: Soto Shee's Experiences at Angel Island</p> <p>Source F: Letter to Commissioner-General of Immigration regarding Facility Accommodations at Angel Island</p>	<p>Source A: Processing Information of Angel and Ellis Islands</p> <p>Source B: Sample Interview Questions from Angel and Ellis Islands</p> <p>Source C: Firsthand Accounts from Immigrants Detained at Ellis Island</p> <p>Source D: Firsthand Accounts from Immigrants Detained at Angel Island (e.g., Don Yee Fung Lee, Chuang Xie, Dep and Joy Chan)</p>	<p>Source A: Next Year in Americal Image</p> <p>Source B: "Orientals" unfairly singled out" Newspaper Article</p> <p>Source C: Hookworm Media Coverage</p> <p>Source D: Letter from Supervising Doctor at Ellis Island</p> <p>Source E: Letter from Supervising Doctor at Angel Island</p> <p>Source F: The Only One Barred - Political Cartoon</p> <p>Source G: The "Chinese Wall" around the United States of America - Political Cartoon</p>

Multiple sources...used to investigate each supporting question...different angles and perspectives

Summative Performance Task	ARGUMENT: Why should we question the claim that Angel Island was the ‘Ellis Island of the West’? Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to question this claim using specific and relevant evidence from the aforementioned sources to support your argument.
	EXTENSION: Create a journey box that captures the ways in which Angel Island was not the “Ellis Island of the West.” Be sure to include at least 8-12 artifacts in your box with corresponding captions that address how each artifact reflects your final thoughts on the compelling question.
Taking Informed Action	<p>UNDERSTAND the specific ethnic group experiences of Asian immigrants who were detained at Angel Island, including but not limited to the experiences of Japanese immigrants, Chinese immigrants, Filipino immigrants, etc.</p> <p>ASSESS the ways in which their social studies textbook(s) discuss/do not discuss Angel Island and the experiences faced there by these various ethnic groups of the Asian Diaspora.</p> <p>ACT by sending letters/emails to the textbook publisher (see “Contact Us” section of publisher’s website for address and/or email information) demanding changes to the narratives expressed in their respective textbooks regarding Angel Island and proposing sample narratives that would more accurately represent the conditions faced by various groups of Asian immigrants.</p>

Began with this end in mind...

Driven by questions, scaffolded by tasks and sources..now the students are ready to answer the question and take action...

Summative tasks—allows each individual to answer the question by making a claim and backing it up with evidence from the sources

-choose an activity to fit your students –allow for choices..great place to implement the UDL principles

Extension activity allows students to take what they have learned and to a different audience

This can be done in the classroom or outside of it

1. Enable connections across the disciplines
2. Provide opportunities to practice communicating ideas
3. Support students as they express argument in different modalities.

Types

Action –oriented, analytical, community-oriented, creative and expressive, discussion-oriented, project-based

Informed Action—can take place in the classroom, larger school context, or outside of the school—always the issue of time..yet to be informed, active participants

Ideally to allow students to be civically engaged with the content of the inquiry (discussion, debates, presentations)

Understand-demonstrate they can think about the issues behind the inquiry in a new setting or context

Assess-consider alternative perspectives or begin to define a set of actions

Act- how students put into effect the effect the results of their planning –or for younger grades –the teacher plans it

Reivew a film, suggest revisions to a textbook, develop a museum exhibit, find modern day parallels, write an editorial

Inquiry > C3 > IDM > Angel Island

The next few slides put the inquiry process into perspective.....

Inquiry > C3 > IDM > Angel Island

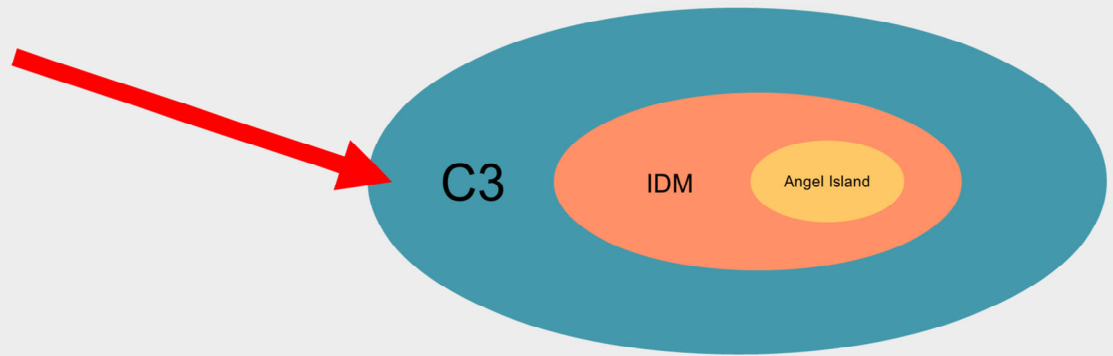


Angel Island

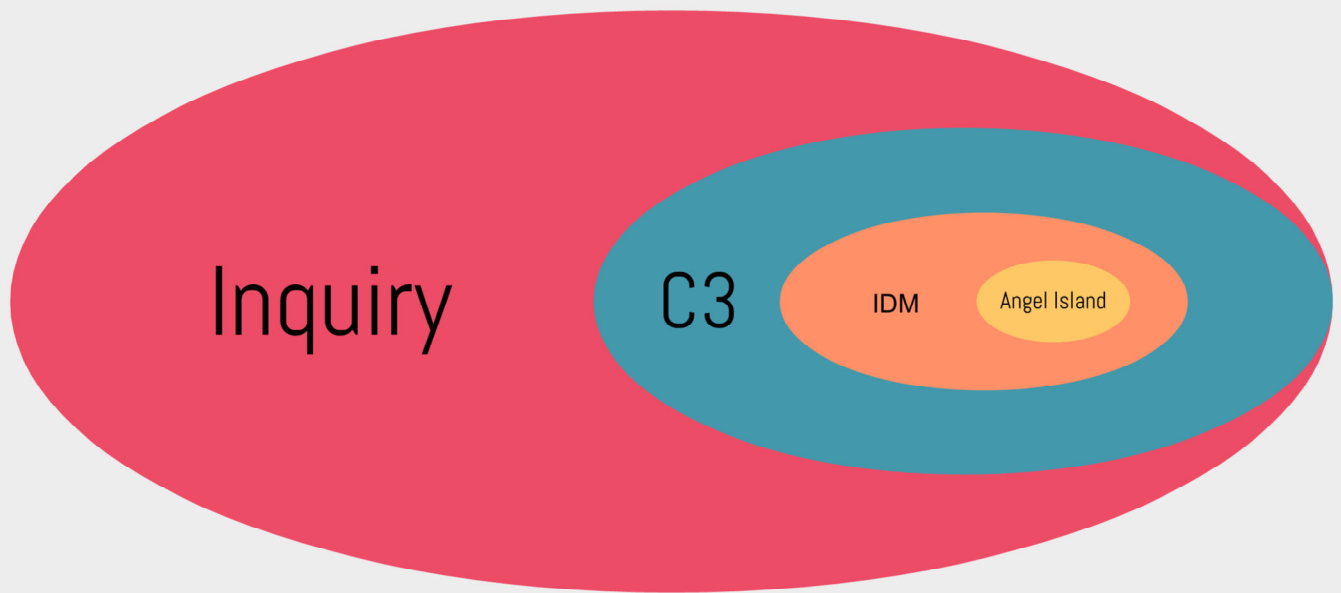
Inquiry > C3 > IDM > Angel Island



Inquiry > C3 > IDM > Angel Island



Inquiry > C3 > IDM > Angel Island



C3 is a way of
thinking and being.

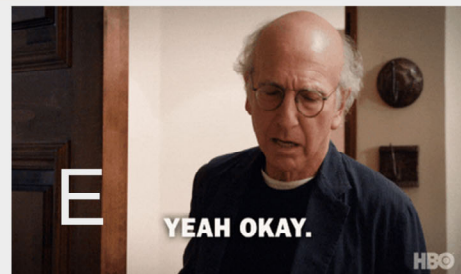
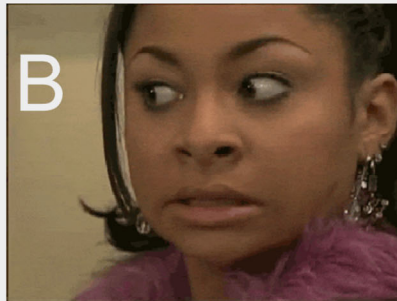
It is not just an
activity.





There are tools to help with the "doing" of C3...

Which image *best* represents how you are feeling right now about using inquiry-based teaching and learning to engage students in comprehensive history? (Poll 2)




Scott, could you pull up our second poll and would love to see where everyone is at this point...

remember to write specific questions down and hopefully we can have some time for Q & A at the en



04



How to design and implement inquiry-based learning

Designing Rigorous and Relevant Inquiries



Discern, Disrupt, Develop

Reflection:

What do you need to understand, know, and be able to do as we enter this work?

Do you have any questions on the why and the what before we proceed with the how? Be sure to submit them to the Q & A.



Diving into teaching comprehensive history with the end in mind.....what is we want students to understand, to know, and to be able to do —

We want to create situations that help us discern our assumptions...disrupt those assumptions and learn to see, understand—and respect our difference.

As we watch the following video that is a great review of what we've talked about in the why and the whatreflect on the following questions...

Be sure to submit them to the Q & A ...these will be so helpful as we move into our advocacy work of how to get quality social studies teaching in and learning into our schools.



What we are going to do now is walk through each of these design elements one at a time.....



Unpacking the Inquiry Design Process

Questions



What's the difference?

Compelling Question

- Was the American Revolution Revolutionary?

Supporting Question

- What were the regulations placed on the colonists under the Townshend Acts?

Give time for them to look and see the differences between the two types of questions

Two Kinds of Questions



Compelling Questions

- Ignite and inspire inquiry
- Debatable
- Multiple possible answers
- Rationale for the supporting questions

Supporting Questions

- Usually not debatable
- Discrete, fact-based answers
- Responses based on analysis of sources
- Sustain and scaffold the inquiry


Learners go into content with questions

Compelling- click on the link

Supporting questions is where the students build their content knowledge, —move from initial concept (such as children's rights)

to associated concept (violation of children's rights)

then to analysis (the actions taken to protect children's rights)



Northern Plains Treaties

Is a Treaty Intended to Be Forever?

Teacher Materials

IDM Blueprint

Compelling Question	Is a Treaty Intended to Be Forever?		
Standards	D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . D4.3.9-12. Present adaptations of arguments. . . using print and oral technologies. . . CCSS.ELA-LITERACY.WHST.9-10.1 and CCSS.ELA-LITERACY.WHST.11-12.1 Write [construct] arguments focused on discipline-specific content.		
Staging the Question	Construct a mind map associated with the term sovereignty; then, summarize facts about sovereignty, and make inferences about what it means for Native Nations to be sovereign. Refine mind maps after watching the video Let's Talk Treaties .		
Supporting Question One	Supporting Question Two	Supporting Question Three	
What values shaped treaty making between Native Nations and the United States?	How did the intentions of the Horse Creek Treaty compare with the outcomes?	Did parties to the Fort Laramie Treaty honor their treaty obligations?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Make inferences about the values and beliefs that shaped treaty making between Native Nations and the United States government by using an annotator tool and a flow chart.	Make inferences about possible intentions and outcomes of the 1851 Horse Creek Treaty using a graphic organizer.	Craft evidence-based claims and counterclaims that support or refute the assertion that parties to the Fort Laramie Treaty met their treaty obligations.	
Featured Sources	Featured Sources	Featured Sources	
Source Set A: Words Matter Case Study Source Set B: Values Case Study	Timeline: U.S. Expansion or Invasion? Events that Led to the 1851 Horse Creek Treaty Source Set A: The 1851 Horse Creek Case Study Map: Lands of the Horse Creek Treaty Nations	Timeline: Conflict Leading to the 1868 Fort Laramie Treaty Source Set A: The 1868 Fort Laramie Treaty Map: Lands of the 1868 Fort Laramie Treaty Nations	
Summative Performance Task	Argument: Is a treaty intended to be forever? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the intentions, motivations, and outcomes of treaty making between Native Nations and the U.S. government as demonstrated in the 1851 Horse Creek Treaty and 1868 Fort Laramie Treaty, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.		
Mapping Informed Action	Understand: The unique characteristics and challenges of organizing youth action and how youth groups from the Standing Rock Sioux Tribe take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures. Assess: How and why informed actions are organized in order to enact social or political change.		
Taking Informed Action	Act: NKC360° Framework for Taking Informed Action		

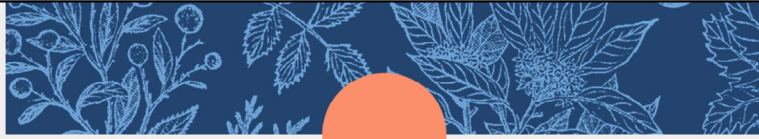
Questions

- Is the compelling question, compelling?
- What happens as you move from SQ1 to SQ 3?
- How do the supporting questions lead students towards making an argument to answer the compelling question?
- Do the questions help students attend to issues of justice and equity?

Let's use this inquiry lesson form Native Knowledge 360 as we walk through the questions, tasks, and sources

Here let's specifically notice the questions

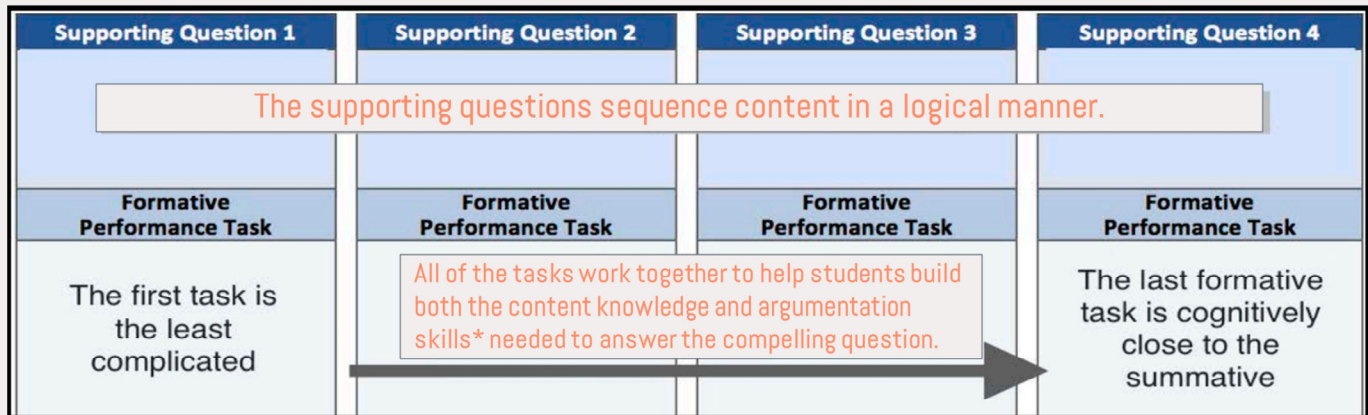
walk through the slide and then click on the lesson



Unpacking the Inquiry Design Process

Tasks





*These skills might include:

Reading and evaluating sources, making claims using evidence, making counterclaims using evidence, chronological thinking and causation, and constructing arguments

Northern Plains Treaties

Is a Treaty Intended to Be Forever?

Teacher Materials

IDM Blueprint

Compelling Question	Is a Treaty Intended to Be Forever?		
Standards	D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . D4.3.9-12. Presenting adaptations of arguments. . . using print and oral technologies. . . CCSS.ELA-LITERACY.WHST.9-10.1 and CCSS.ELA-LITERACY.WHST.11-12.1 Write [construct] arguments focused on discipline-specific content.		
Staging the Question	Construct a mind map associated with the term sovereignty; then, summarize facts about sovereignty, and make inferences about what it means for Native Nations to be sovereign. Refine mind maps after watching the video Let's Talk Treaties .		
Supporting Question One	Supporting Question Two	Supporting Question Three	
What values shaped treaty making between Native Nations and the United States?	How did the intentions of the Horse Creek Treaty compare with the outcomes?	Did parties to the Fort Laramie Treaty honor their treaty obligations?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Make inferences about the values and beliefs that shaped treaty making between Native Nations and the United States government by using an annotator tool and a flow chart.	Make inferences about possible intentions and outcomes of the 1851 Horse Creek Treaty using a graphic organizer.	Craft evidence-based claims and counterclaims that support or refute the assertion that parties to the Fort Laramie Treaty met their treaty obligations.	
Featured Sources	Featured Sources	Featured Sources	
Source Set A: Words Matter Case Study Source Set B: Values Case Study	Timeline: U.S. Expansion or Invasion? Events that Led to the 1851 Horse Creek Treaty Source Set A: The 1851 Horse Creek Case Study Map: Lands of the Horse Creek Treaty Nations	Timeline: Conflict Leading to the 1868 Fort Laramie Treaty Source Set A: The 1868 Fort Laramie Treaty Map: Lands of the 1868 Fort Laramie Treaty Nations	
Summative Performance Task	Argument: Is a treaty intended to be forever? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the intentions, motivations, and outcomes of treaty making between Native Nations and the U.S. government as demonstrated in the 1851 Horse Creek Treaty and 1868 Fort Laramie Treaty, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.		
Mapping Informed Action	Understand: The unique characteristics and challenges of organizing youth action and how youth groups from the Standing Rock Sioux Tribe take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures. Assess: How and why informed actions are organized in order to enact social or political change.		
Taking Informed Action	Act: NC360° Framework for Taking Informed Action		

Tasks

- What do you notice about the *progression* of the tasks?
- How could the teacher use formative performance tasks to check student understanding?
- What is the difference between the summative task and "taking informed action"?

Clarify that sometimes, the formative task students will do *while* they analyze the sources (i.e. a graphic organizer)

Other times, the formative task will ask students to take what they did while they analyzed the source (an analysis sheet, for instance) and *do something* with that (like write a paragraph, make a list, etc.).

Whatever the task is it should support students in analyzing the sources



Unpacking the Inquiry Design Process

Sources



In our work with teachers this (besides the time factor) how and where to find reliable sources that are accessible to students are questions that comes up most frequently

Role of Sources in Inquiry

- Spark curiosity to sustain inquiry/engagement
- Build disciplinary knowledge
 - engage in content
- Construct an argument
 - encounter varying perspectives on the inquiry at hand
 - gather evidence to support a claim

**Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model (Grant, Swan, & John Lee (2017)*

**Inquiry Design Model: Building Inquiries in the Social Studies (Swan Lee, Grant, 2018)*

just read through this slides

note the two books

Primary & Secondary Sources

No source is *inherently* primary or secondary. Whether a source is primary or secondary depends on the question you are pursuing. What is important is that the source needs to be reliable.

Example: History Textbooks

- *What caused the Civil War?*
- *How has the way schools teach about the Civil War changed over time?*

"We need to reconsider our primary sources as the 'gold standard' mindset. Historians need both, and so do our students. Balance is key." ~Heather Nice

Primary and secondary categories are often not fixed and depend on the study or research you are undertaking.

For example, newspaper editorial/opinion pieces can be both primary and secondary. If exploring how an event affected people at a certain time, this type of source would be considered a primary source.

Great need for teaching digital literacy

Heather Nice...reminds us that we can't only rely on primary sources....Indigenous Peoples.....

List of (some) disciplinary sources:

- Photos
- Maps
- Letters
- Pamphlets
- Cartoons
- Sketches
- Paintings
- Engravings
- Audio clips
- Music
- Speeches
- Oral interviews
- Videos
- Obituaries
- Social media posts
- Text
- Literature
- Graphs
- Court rulings
- Objects/Artifacts
- Data from direct observation
- Textbook excerpt
- Charts

When choosing sources, we need to attend to diversity of sources in both **TYPE** and **POINT OF VIEW**.

Inquiry Development: Behind the Scenes w/ Sources

Selection

Choose sources to build students' curiosity, content knowledge, and ability to construct arguments

Attend to source diversity in type and perspective

Grow your own content knowledge

Utilize archives, libraries, collections

Adaptation

Does the source need to be adapted to student level?

How can you best scaffold sources to increase access?

How can you make the adaptations visible?

Scaffolding and Situating

Analyzing sources in an inquiry requires complex literacy work and requires scaffolds and direct instruction

Situate sources as ACCOUNTS of what happened in the past, not facts.



Increasing Student Access to Sources

- Contextualize the text
- Establish purpose
- Make adaptations if needed (rewriting difficult sections, creating a header, excerpting)
- Provide vocabulary support for words you suspect will be difficult
- Provide visual supports if helpful (photos, diagrams, maps)
- Provide practice—they improve by reading more text, not less!
- Model reading difficult text for them with a "Think Aloud"
- Provide read alouds
- Use graphic organizers, close reading strategies, zoom-in activities

Productive struggle is okay –don't save them every time the encounter is difficult

Contextualize

Preview
vocabulary

Use excerpts

Document 1: Excerpt, Federal Housing Administration, Underwriting Manual: Underwriting and Valuation Procedure Under Title II of the National Housing Act With Revisions to April 1, 1936 (Washington, D.C.), Part II,

Notes on the source: The Federal Housing Administration is a US government agency that was created in 1934 to encourage home building and mortgage lending during the Great Depression. The following is an excerpt from their 1936 underwriting manual, which contains the **rules and instructions for how, and to whom, money can be borrowed for home ownership**. Pay attention to how the US government connected property values to the race of people living in a community.

Terms you need to know to better understand this source:

- **Deed:** A legal document, and the rules that go along with it, showing ownership of a piece of property.
- **Deed restrictions:** Rules written into deeds that limit what you can and cannot do with the property. Some rules are about how a property can be used, what can be built on the piece of land, or even who can/cannot buy the property in certain circumstances.
- **Adverse:** negative or harmful
- **Racial occupancy:** whether or not people of different races were allowed to live there

"Racial" Provisions of Federal Housing Administration (FHA) Underwriting Manual, 1936 (*underlining added to guide the reader to important content*)

- 228. Deed restrictions are apt to prove more effective than a zoning ordinance in providing protection from adverse influences. Where the same deed restrictions apply over a broad area and where these restrictions relate to types of structures, use to which improvements may be put, and racial occupancy, a favorable condition is apt to exist. Where adjacent lots or blocks possess altogether different restrictions, especially for type and use of structures and racial occupancy, the effect of such restrictions is minimized and adequate protection cannot be considered to be present. . . .
- 229. . . . Natural or artificially established barriers will prove effective in protecting a neighborhood and the locations within it from adverse influences. Usually the protection against adverse influences afforded by these means include prevention of the infiltration of business and industrial uses, lower-class occupancy, and inharmonious racial groups.
- 233. The Valuator should investigate areas surrounding the location to determine whether or not incompatible racial and social groups are present, to the end that an intelligent prediction may be made regarding the possibility or probability of the location being invaded by such groups. If a neighborhood is to retain stability, it is necessary that properties shall continue to be occupied by the same social and racial classes. A change in social or racial occupancy generally leads to instability and a reduction in values.

Make the scaffolds
visible



Don't need to reinvent the wheelmany great inquiries already exist.....walk through this quickly to show the different aspects

Some Ideas for Finding and Working with Sources



Figure 2. Library of Congress Primary Sources Used in Third-Grade Lesson



Getting Started with Primary Sources



Worksheets for Novice or Younger Students, or Those Learning English

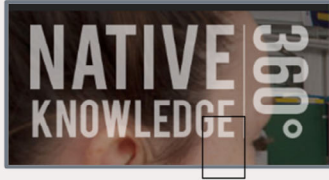
- Photograph (PDF) (HTML)
- Written Document (PDF) (HTML)
- Artifact or Object (PDF) (HTML)
- Poster (PDF) (HTML)
- Map (PDF) (HTML)
- Cartoon (PDF) (HTML)
- Video (PDF) (HTML)
- Sound Recording (PDF) (HTML)
- Artwork (PDF) (HTML)

See these Worksheets in Spanish language →



Library of Congress
National Archives
Docs Teach
Henry Ford

SOURCES



Native Knowledge - marvelously written, amazing sources

Time Shift America--creating specific videos to supplement state standards- takes moments in time (photo) and then blends archival photographs with present day video...journey through time

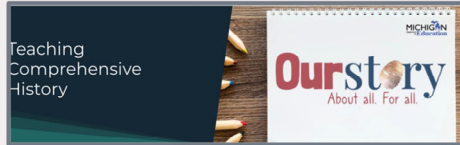
New Am History

SOURCES



Compiled List
of Multiple
Social
Studies
Resources

ReadWorks.org



Some World History Resources



Geolnquiries

World History



This collection brings historical periods and maps to life, emphasizing the spatial nature of critical events throughout world history. Activities address many topics: conflicts, industrialization, colonialism, the Crusades, early settlements, trade, African independence, and much more. For more Geolnquiry resources, see the Guide "[Getting to Know Geolnquiries](#)". For different subjects, see the "[Geolnquiries Collections](#)".



Getting Started



- [Books/Articles](#)
- [MC3 Curriculum](#) (in process of being updated)
- [Professional Learning](#)

Building Inquiries

Individual Level

Start Small

Search out Existing Inquiries

Continuer to Build Your own
Pedagogical Knowledge

Find Your People

School/District Level

Infrastructure

Quality Curriculum

Professional Learning

Prioritizing Inquiry-Based
Teaching and Learning

Teaching Comprehensive History: Inquiries

Asian Americans

How do Asian Americans
Contribute to our State? (EL)

How have Asian Americans
resisted racism to preserve
their cultural heritage and
reclaim their personal
histories and identities? (HS)

Indigenous Peoples

How did (does) Europeans'
view of land impact their (our)
relationships and interactions
with Indigenous peoples? (EL)

American Indian Removal:
What does it mean to remove
a people? (HS)

Holocaust

Combating Anti-Semitism
and Islamophobia (EL)

How did Jewish victims not
go 'like sheep to the
slaughter? (HS)

Civil War

Lawmakers or Lawbreakers?
The Crosswhite and
Community of Marshall, MI
(EL)

What does it take to
secure equality? (HS)

Civil Rights

What Makes "Equality" Equal? (EL)

What Made Non-Violent Protest
Effective During the Civil Rights
Movement? (HS)

Equal Rights Movement.

Why did Ruby Bridges
Stand Up? (EL)

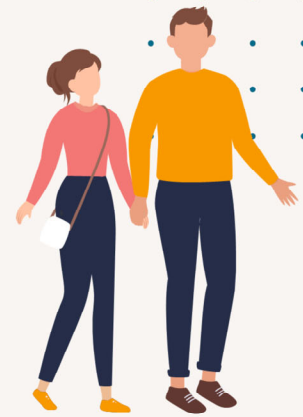
Who guarantees rights of
citizenship? (HS)

Example of inquiries for Teaching Comprehensive History at the elementary level and HS level.

I took a sample of the topics covered in the webinar series and located inquiries that would bring these topics into the classroom –using inquiry-based teaching and learning

Expand on who “we the people are” what it means to be American....and how we can together establish a more perfect union where all people –regardless of race, religion, ethnicity, religion, gender ...can thrive and flourish.....

We the People: Creating a More Perfect Union



Education is a social process; education is not preparation for life but is life itself.

John Dewey

Thank You!

Individual Support:
Getting Started,
Furthering the Journey...



School/District Support:
Building Infrastructure to
Support Inquiry-based
Teaching and Learning

Reach out at any time!
ldoombos@oakland.edu