



Building Powerful Inquiries in the K-12 Social Studies and ELA Classrooms

Dr. John Lee | NC State

jkle@ncsu.edu

C3 Teachers

c3teachers.org



Agenda – Big Picture

Day 1: Getting Familiar with the C3 Framework
and the Inquiry Design Model

Day 2: Building Inquiries



Agenda – Day 1

The C3 Framework

Literacy connections

Introducing the Inquiry Design Model (IDM)

IDM Part 1: Questions

Question Formulation Technique

IDM Part 2: Tasks

IDM Part 3: Disciplinary Sources (with break)

Additional resources from C3 Teachers, NCLE, and NCSS

Debrief and Reflection



The C3 Framework





Conceptual Foundations

INQUIRY
ARC

DISCIPLINARY
LITERACY

CIVIC
LIFE



Putting Inquiry Out Front

COLLEGE CAREER & CIVIC LIFE
FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



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





Disciplinary Literacies

Social Education 77(6), pp 327–330
©2013 National Council for the Social Studies

The C3 Framework

Is the Common Core Good for Social Studies? Yes, *but...*

John Lee and Kathy Swan



C3 Literacies

Inquiry

- Questioning
- Selecting sources
- Gathering information from sources
- Evaluating sources
- Making claims
- Using evidence
- Constructing arguments and explanations
- Adapting arguments and explanations
- Presenting arguments and explanations
- Critiquing arguments and explanations
- Analyzing social problems
- Assessing options for action
- Taking informed action

Disciplinary

- | | |
|---|--|
| <ul style="list-style-type: none">• Using deliberative processes• Participating in school settings• Following rules | <ul style="list-style-type: none">• Making economic decisions• Using economic data• Identifying prices in a market |
| <ul style="list-style-type: none">• Reasoning spatially• Constructing maps• Using geographic data | <ul style="list-style-type: none">• Classifying historical sources• Determining the purpose of an historical source• Analyzing cause and effect in history |



Civic Engagement

- The **Civic Arc** of the C3.
- Civil and democratic discourse within a diverse and collaborative context.
 - e.g., *Individually and with others, students will...*
 - e.g., **D2.Civ.9.9-12**. *Use appropriate deliberative processes in multiple settings.*
- Taking Informed Action



What can the C3 do for you?

- Foundation for new standards
- Companion to existing state standards
- Recalibrate Relationship with Literacy
- Professional Learning (In-service and pre-service) framed by an *Instructional Arc*
- Curriculum and Instruction
- Assessment reform
- To explain to policy makers: “What is social studies and how does it contribute to the 3 C’s?”



C3 Instructional Shifts

1. Craft questions that matter.
2. Create and maintain a learning environment to support inquiry.
3. Integrate content **and** skills meaningfully (*reconcile the breadth/depth debate*).
4. Become explicit (clear) about disciplinary literacy outcomes and practices.
5. Get serious about civic life/take informed action.

<http://www.c3teachers.org/c3shifts/>



Developing **Questions** & PLANNING INQUIRIES



Two types of inquiry questions

Compelling question: Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.

Example: Was the American Revolution revolutionary?



Two types of inquiry questions

Supporting question: Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response.

Example: What were the regulations imposed on the colonists under the Townsend Acts?

Constructing Compelling Questions

The construction of compelling questions should include the following Indicators, which are detailed

in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 5.

TABLE 5: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 1, Constructing Compelling Questions

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...			
D1.1.K-2. Explain why the compelling question is important to the student.	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a question represents key ideas in the field.	D1.1.9-12. Explain how a question reflects an enduring issue in the field.
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

Constructing Supporting Questions

The construction of supporting questions includes the following Indicators, which are detailed in the

suggested K-12 Pathway for College, Career, and Civic Readiness in Table 6.

**TABLE 6: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 1, Constructing Supporting Questions**

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...			
D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.K-2. Make connections between supporting questions and compelling questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.



The nature of compelling questions

Relevant or kid friendly

Rigorous or intellectually meaty



Relevant questions

Reflects a quality or condition that we know children care about

Honors and respects children's intellectual efforts



Rigorous questions

Reflects an enduring issue, concern, or debate in the field

Demands the use of multiple disciplinary lenses

WHAT DOES LIBERTY LOOK LIKE?

COMPELLING QUESTIONS THROUGH DISCIPLINARY LENSES



Civics:
What is the
line between
liberty and
responsibility?



History:
When did
Americans
gain their
liberty?



Geography:
How does liberty
change from
place to place?



Economics:
Does more
liberty mean
more prosperity?





Task I: What makes these compelling questions?

What is the line between liberty and responsibility?

How does liberty change from place to place?

When did Americans gain liberty?

Does more liberty mean more prosperity?





But there's more...

Compelling Questions

need

Supporting Questions



Pick Your Metaphor

The relationship between Compelling and Supporting Questions is like...

- Roof (CQ)...Walls (SQ)
- Stool (CQ)...Legs (SQ)
- Tree (CQ)...Roots (SQ)

you get the picture



The nature of supporting questions

- Support and extend the Compelling Question
- Represent the disciplinary knowledge
- Reflect the sources
- Inspire formative assessments



Applying Disciplinary Concepts & TOOLS

Dimension 2: Applying Disciplinary Tools and Concepts

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

**Civic
Participation &
Deliberation**

**Economic
Decision
Marking**

**Geographic
Reasoning**

**Historical
Thinking**

CIVICS

IN A CONSTITUTIONAL DEMOCRACY, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

ECONOMICS

EFFECTIVE ECONOMIC DECISION making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Eco.1.K-2. Explain how scarcity necessitates decision making.	D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

GEOGRAPHY

EACH PLACE ON EARTH has a unique set of local conditions and connections to other places. Some activities are appropriate in a given place and other activities are not. Events in one place influence events in other places. Geographic knowledge helps people to make decisions about “Where can I be safe, successful, and happy in my daily activities?” and “How can my community create and sustain a healthy environment?” Such knowledge is critically important to understanding what activities might be harmful to a place or what hazards might be encountered there. Geographic inquiry helps people understand and appreciate their own place in the world, and fosters curiosity about Earth’s wide diversity of environments and cultures.

BY THE END OF GRADE 2

BY THE END OF GRADE 5

BY THE END OF GRADE 8

BY THE END OF GRADE 12

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

HISTORY

HISTORICAL THINKING REQUIRES understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.His.1.K-2. Create a chronological sequence of multiple events.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	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.



Task II: Concepts and tools in the disciplines

What is an important concept in ELA or social studies?

What is an important tool or way of thinking in ELA or social studies?

Scan the 55 indicators in Dimension 2 of the C3 Framework and identify a concepts and tools that you think is particularly important in one of the for disciplines that make up social studies.

<http://www.socialstudies.org/c3>



Evaluating Sources & USING EVIDENCE

Dimension 3: Evaluating Sources

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.	D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Dimension 3: Using Evidence

BY THE END OF GRADE 2

BY THE END OF GRADE 5

BY THE END OF GRADE 8

BY THE END OF GRADE 12

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

Begins in grades 3–5

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Begins in grades 3–5

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



Nature of sources

- What are sources?
- What makes a source disciplinary?
- What is the relationship between sources and tasks?
- How do sources support work with content, concepts, and skills?

C3 Framework Disciplinary Inquiry Matrix

THE HEART OF THE C3 FRAMEWORK lies in the Inquiry Arc and the four Dimensions that define it. But no inquiry is generic; each takes root in a compelling question that draws from one or more of the disciplines of civics, economics, geography, and history.

*Page 66 - 68
of the C3 Framework

How bad was the Great Recession?

WAYS OF KNOWING	CIVICS/ GOVERNMENT POLITICAL SCIENTISTS SAY...	ECONOMICS ECONOMISTS SAY...	GEOGRAPHY GEOGRAPHERS SAY...	HISTORY HISTORIANS SAY...
DIMENSION 1				
POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS	What have major political parties proposed to respond to the Great Recession? What disagreements have political parties had and why? How can government institutions and the private sector respond?	What were some of the economic causes of the Great Recession? What are the indicators of its severity and what do they show? What are the possible economic policy solutions? How can those solutions be evaluated?	How did the Great Recession affect areas of the United States differently? Did it cause population migrations? If so, from where to where and why? Are land and resource uses affected. If so, how?	How bad (and for whom) compared to what earlier event? What related economic, political, and social events preceded the Great Recession? What precedents in the past help us understand the Great Recession?

How bad was the Great Recession?

WAYS OF KNOWING	CIVICS/ GOVERNMENT POLITICAL SCIENTISTS SAY...	ECONOMICS ECONOMISTS SAY...	GEOGRAPHY GEOGRAPHERS SAY...	HISTORY HISTORIANS SAY...
DIMENSION 2				
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior; observations of local conditions, interviews; news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data; statistics, map representations, GIS data to measure observable changes to the planet; indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)

WAYS OF KNOWING	CIVICS/ GOVERNMENT POLITICAL SCIENTISTS SAY...	ECONOMICS ECONOMISTS SAY...	GEOGRAPHY GEOGRAPHERS SAY...	HISTORY HISTORIANS SAY...
-----------------	---	------------------------------------	--	----------------------------------

DIMENSION 3

EVIDENCE-BACKED CLAIMS	Statistical analyses and theories of political and institutional behavior and outcomes point toward substantiating and justifying claims; adequacy judged within the community of peers	Statistical analyses coupled with economic theories show the way toward substantiating and justifying claims; adequacy judged within the community of peers, i.e., other economic investigators	Narratives, statistical and spatial analyses, and representations point toward substantiating and justifying claims; community of peers evaluates adequacy of claims	Accounts of human behavior and thought coupled with evidence corroboration and preponderance point towards substantiating and justifying claims; adequacy judged within the community of peers
---------------------------	---	---	--	--

DIMENSION 4

FORMS OF COMMUNICATION AND ACTION (illustrative examples)	Books, television appearances, articles, op-ed pieces, policy statements, blogs; supporting a public assistance non-profit organization	Op-ed articles, journal pieces, television appearances, policy statements, blogs, webinars, policy advisory roles, public action	Spatial representations for newspapers, web-based articulations, digital and analog geographical services; community mapping; other citizen-science experiences	Books, monographs, articles, websites, webinars, television appearances, blogs
--	---	--	---	--



Task III: Sources in an inquiry

Describe a source that students recently used in one of your classes.

Communicating Conclusions & Taking INFORMED ACTION



Constructing Arguments

BY THE END OF GRADE 2

BY THE END OF GRADE 5

BY THE END OF GRADE 8

BY THE END OF GRADE 12

INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

D4.1.K-2. Construct an argument with reasons.

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Constructing Explanations

BY THE END OF GRADE 2

BY THE END OF GRADE 5

BY THE END OF GRADE 8

BY THE END OF GRADE 12

INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

D4.2.K-2. Construct explanations using correct sequence and relevant information.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Adaptations of Arguments and Explanations

BY THE END OF GRADE 2

BY THE END OF GRADE 5

BY THE END OF GRADE 8

BY THE END OF GRADE 12

INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Taking Informed Action

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<p>D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</p>	<p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>	<p>D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>
<p>D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</p>	<p>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	<p>D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>
<p>D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p>D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.</p>	<p>D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>



Task IV: Taking Action

- Discuss the following:
 - When did you learn to become a citizen?
 - How is your school preparing students for civic life? Do students in social studies take informed action? Do students in social studies practice inquiry?