

Inquiry Design Model

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Inquiry

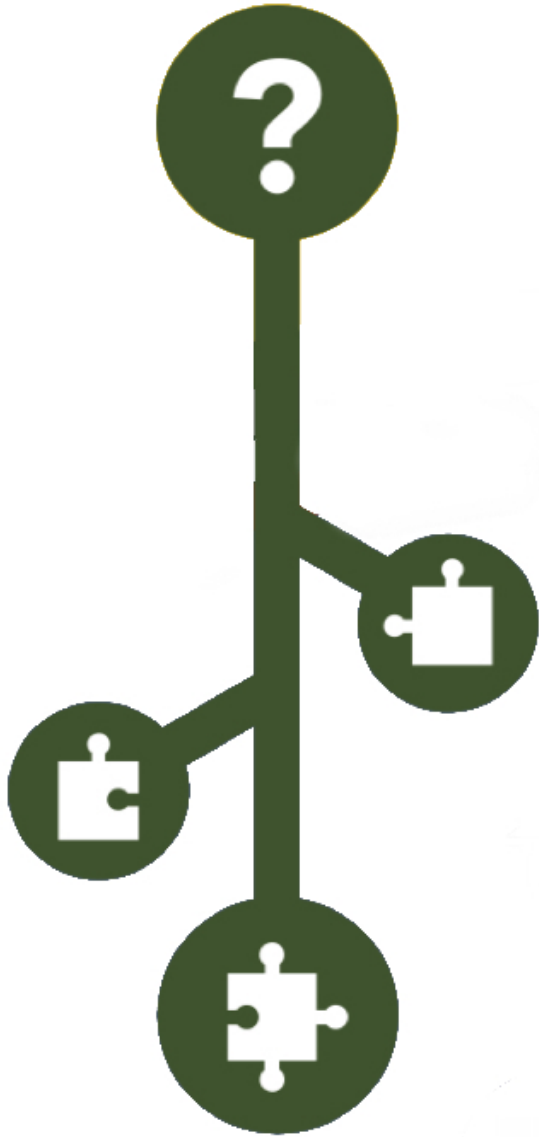
COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

The C3 Inquiry Arc





Students will need
considerable
guidance & support
from **adults**
to *do* inquiry

**Inquiry
Design
Model
(IDM)**

*Scaffolding
inquiry*

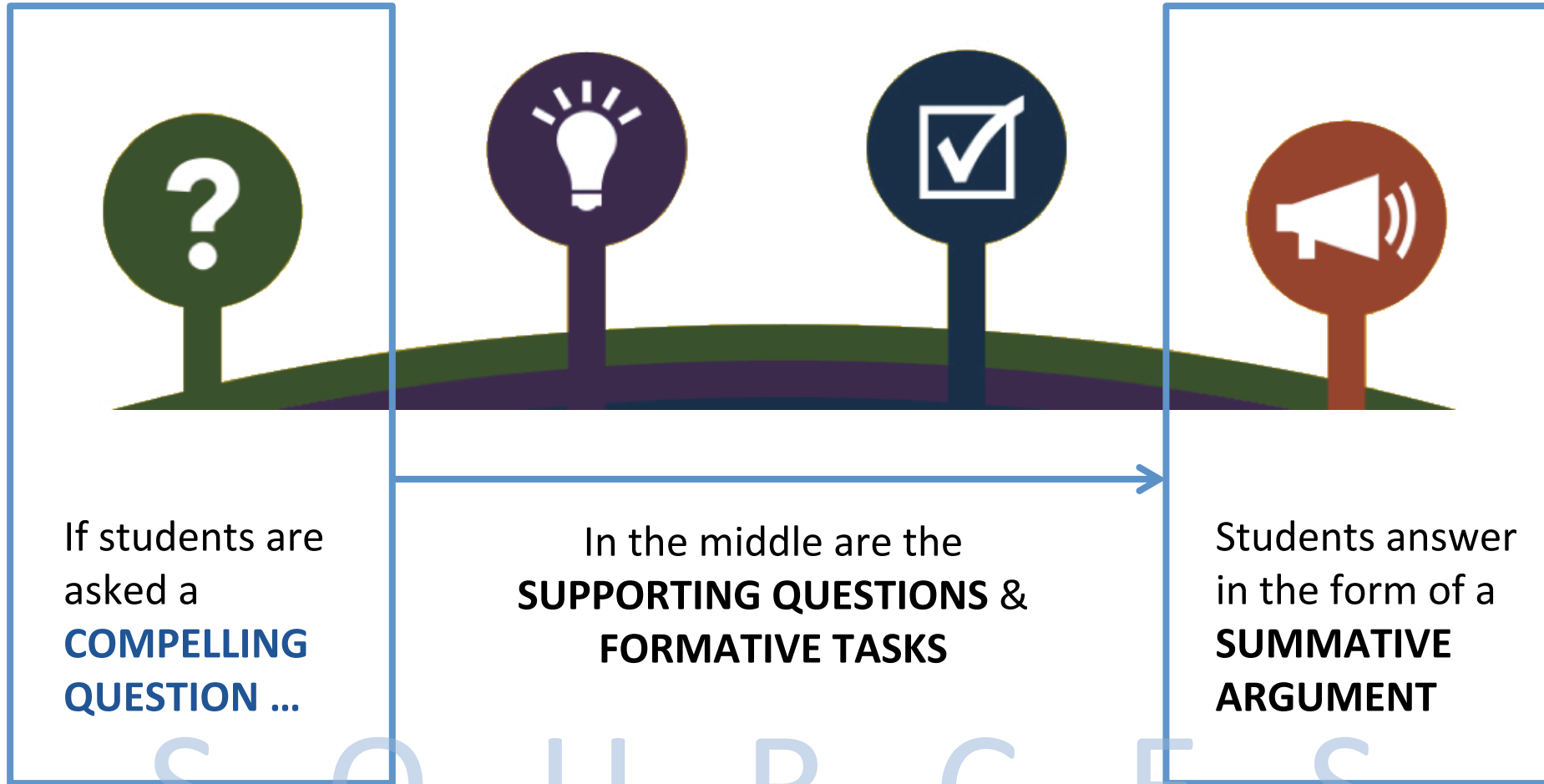


Scaffolding is intentional



Scaffolding
is meant to come down

IDM™ Follows C3 Inquiry Arc



S O U R C E S



Component I
Questions

Component II
Tasks

Component III
Sources

The IDM Blueprint

7th Grade *Uncle Tom's Cabin* Inquiry

Can Words Lead to War?

New York State Social Studies Framework Key Ideas & Practices	<p>7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.</p> <ul style="list-style-type: none"> Gathering, Using, and Interpreting Evidence Chronological Reasoning and Causation Comparison and Contextualization
Staging the Question	Consider the power of words and examine a video of students using words to try to bring about positive change.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ?	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?	How did people in the North and South react to <i>Uncle Tom's Cabin</i> ?	How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Summarize the plot of <i>Uncle Tom's Cabin</i> and identify main ideas and supporting details from Stowe's description of slavery in the book.	Identify four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	Compare and contrast the viewpoints expressed in newspapers from the North and the South using a T-chart and make a claim about the differences.	Participate in a structured discussion regarding the impact <i>Uncle Tom's Cabin</i> had on abolitionism.
Featured Source	Featured Source	Featured Source	Featured Source
<p>Source A: Summary of <i>Uncle Tom's Cabin</i></p> <p>Source B: Excerpts from <i>Uncle Tom's Cabin</i></p> <p>Source C: Illustrations from <i>Uncle Tom's Cabin</i></p>	<p>Source A: Harriet Beecher Stowe's concluding remarks to <i>Uncle Tom's Cabin</i>.</p> <p>Source B: Letter from Harriet Beecher Stowe to Lord Thomas Denman</p>	<p>Source A: Review of <i>Uncle Tom's Cabin</i> published in the <i>Boston Morning Post</i></p> <p>Source B: Review of <i>Uncle Tom's Cabin</i> published in the <i>Southern Press Review</i></p>	<p>Source A: Excerpt from Charles Sumner's Senate speech</p> <p>Source B: Article by John Ball Jr. published in <i>The Liberator</i></p> <p>Source C: Sales of <i>Uncle Tom's Cabin</i>, 1851–1853</p>

Summative Performance Task	ARGUMENT Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of <i>Uncle Tom's Cabin</i> using specific claims and relevant evidence from historical sources, while acknowledging competing views.
	EXTENSION Create an educational video of the argument that responds to the compelling question "Can words lead to war?"
Taking Informed Action	UNDERSTAND Identify and describe a human rights issue that needs to be addressed (e.g., child labor, trafficking, or poverty).
	ASSESS Create a list of possible actions that involve words. This may include letters, editorials, social media, videos, and protests.
	ACT Choose one of the options and implement it as an individual, small group, or class project.



What's your Inquiry?

C3 Teachers is changing the way we teach social studies. By centering instructional material around the concept of a large and open-ended question, we help teachers train young minds on what it means to be...



The Inquiry Design Model

The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids overprescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for State Social Studies Standards (2013) [LINK]. Unique to the IDM is the blueprint, a one-page representation of the questions, tasks, and sources that define a curricular inquiry.



The Advantages of IDM

1. Inquiry-based teaching matters
2. Inquiry when it makes sense
3. Multiple entry points to inquiry
4. Focus on key elements of instruction: questions, tasks, and sources
5. Translation of standards into curriculum
6. Coherence across standards, curriculum, and assessment
7. Connections to literacy
8. Opportunities for civic participation
9. Support rather than teacher expertise and agency
10. Inquiry-based teaching works