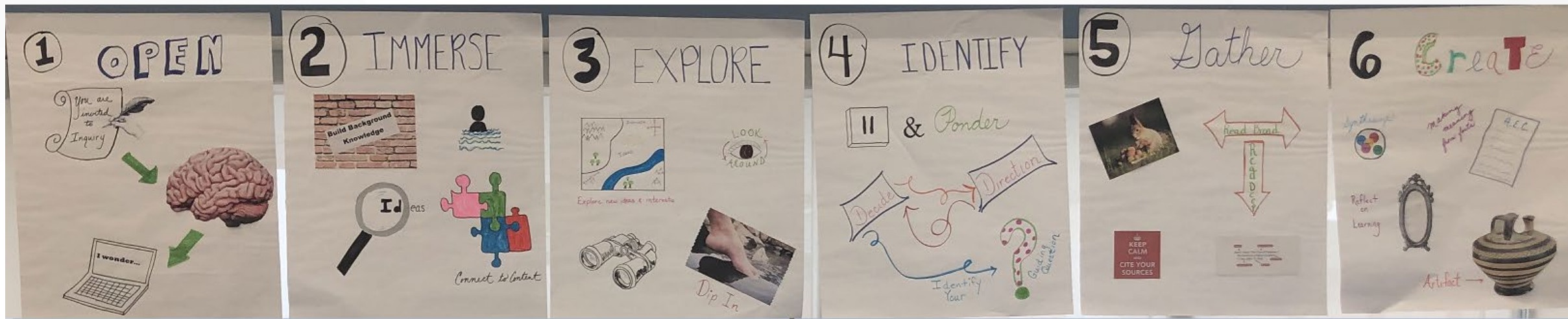




# Elevating Student Voice Through Guided Inquiry

Adria Merritt and Patrice Lambusta  
Williamsburg-James City County Public Schools



What 2-3 words come to mind when you think of students being assigned research?

# Why is inquiry different than research?

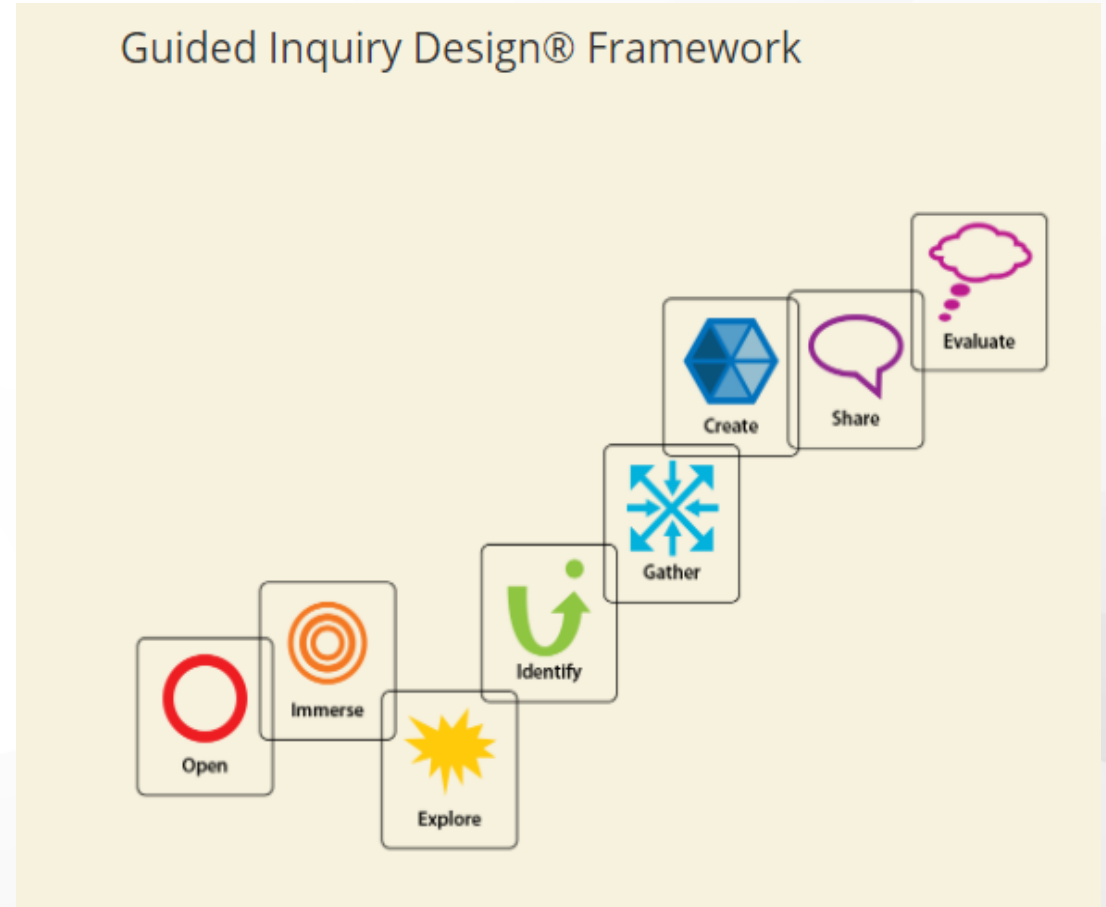
- Research is imbedded in inquiry learning. Through inquiry, students discover real questions about academic topics; these questions blossom into research...The extensive research that comes out of inquiry allows students to create products worth sharing. (Maniotes, Kulthau 2014).
- Inquiry takes time, reflection, and persistence-it can't be rushed to get to the next unit (Maniotes 2013).

# Why is Guided Inquiry Design Different?

- Grounded in constructivist learning
- Created by a 3-member learning team
- Spends a lot of time on connecting prior knowledge and building background knowledge
- Positions students as researchers through the development of critical questions and focused investigation
- Gives experiences that provide structure and scaffolds which equip students to construct new knowledge
- Allows for student voice and choice

# Guided Inquiry Design Framework

- Linear process
- Meant to be done over time
- Phases overlap with the next phase



# How do I plan a guided inquiry unit?

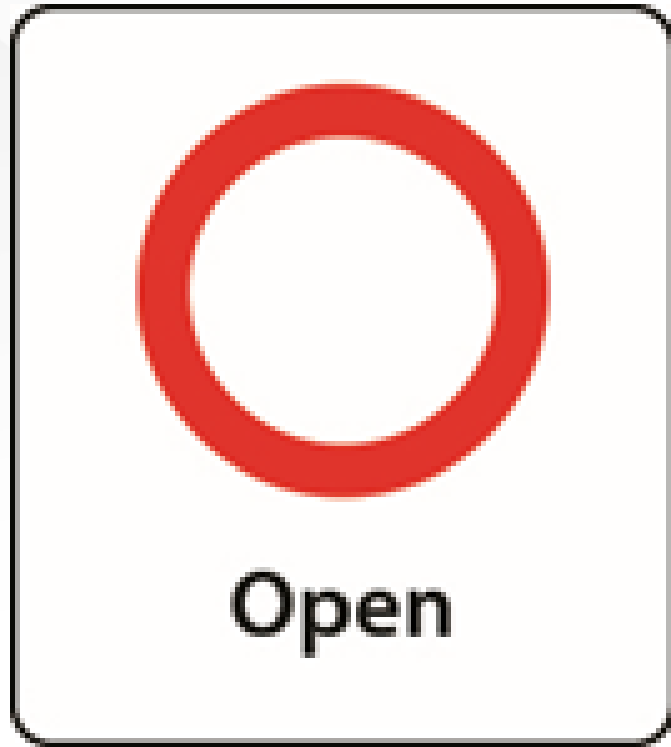
## Unit Focus

- ✓ What is a topic or concept your students could explore and investigate to construct new knowledge?

## Curriculum Connection

- ✓ Consider connections to the themes, big idea, or guiding questions within your school's curriculum.

# How will you pique students' interest and begin engaging their minds with the topic/concept?



- Invitation to inquiry
- Open minds
- Stimulate curiosity



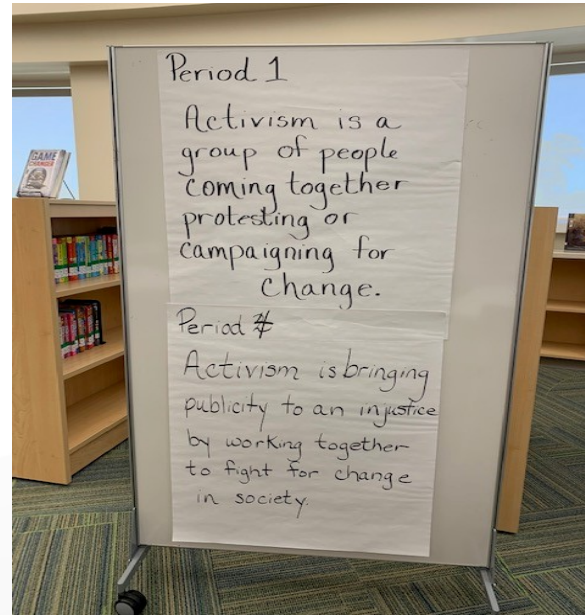


# Open: In Action

## Each class

- ✓ Co-creates a definition of the concept or topic that will be explored
- ✓ Reads a text, views a video, or analyzes a primary source to build prior knowledge and make connections to the inquiry concept/topic
- ✓ Discusses connections
- ✓ Analyzes additional resources to increase thinking about the concept/topic

## What is activism?



Word(s) or lines from poem	What do you hear? What do you see?	How does this link illustrate the words or lines? How does it connect to the poem?
voice	I saw and heard a young lady who empowered us with her confidence, poetic voice, and story.	Voice is a tool of powerful change because it is a universal bridge that connects us all. It is the heart of political revolution. The young lady used her voice to share her poetic story and raise awareness to the toughest tribulations and political questions.
stand together	I hear the echoing chant of a crowd and see people carrying posters, pickets, banners, and their heads high. I feel their power.	The image illustrates activists moving as one unit. The crowd in the image conveys the idea that uniting gives us strength to speak up.
we will not be silent	I see writers lifting their pens and typing on keyboards. I hear graphite meeting paper or fingers tapping screens. (I also hear "Speechless" from Aladdin)	Some people are threatened or brutally silenced by enforcers or oppressive movements yet risk their lives to keep pursuing their ambitions. However, the link describes another way of speaking out using the internet. Social media is one of the many ways along with art, literature, and other media, that allows us to protest mistreatment from anywhere.
equity and equality	I see and hear the Civil Rights	John Lewis wrote of his





# Open: In Action 2

## Each class

- ✓ Co-creates a definition of the concept or topic that will be explored
- ✓ Reads a text, views a video, or analyzes a primary source to build prior knowledge and make connections to the inquiry concept/topic
- ✓ Discusses connections
- ✓ Analyzes additional resources to increase thinking about the concept/topic

## "Activism, Everywhere" Poem-

ACTIVISM, EVERYWHERE  
BY MAHOGANY L. BROWNE

Our [voice](#) ↗  
Is our greatest power

When we [stand together](#)  
We can speak up against mistreatment

We are saying that [we will not be silent](#) ↓ about the mistreatment of people  
We are saying we will not be silent

We are standing tall and firm because we believe in [equity and equality](#) ↗  
We are [standing tall](#) ↓ and firm

Stand Together Image.jpg

Download Stand Together Image.jpg (108 KB)

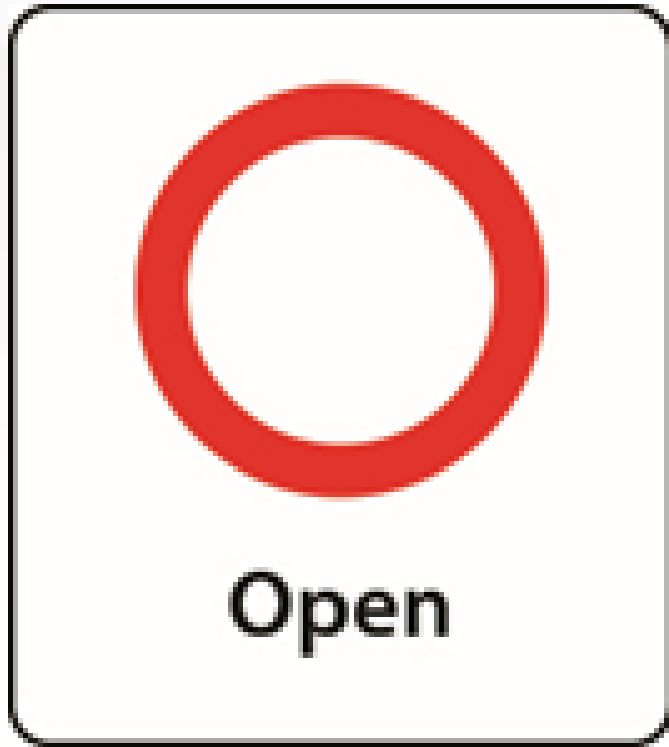


stand together	I hear the echoing chant of a crowd and see people carrying posters, pickets, banners, and their heads high. I feel their power.	The image illustrates activists moving as one unit. The crowd in the image conveys the idea that uniting gives us strength to speak up.
----------------	--	---

stand together	People standing with locked arms, I can hear shouting for equality/justice.	It illustrates that something went or is going wrong in the community and the people are standing together and fighting to fix the problem
----------------	---	--

stand together	I can imagine hearing shouts and yells. I see a crowd protesting, but it doesn't look violent.	Some of the figures are speaking, and they look determined! It's almost like they are speaking as one, and they all want their voices heard.
----------------	--	--

# How will you pique students' interest and begin engaging their minds with the topic/concept?



- Invitation to inquiry
- Open minds
- Stimulate curiosity

How will you create shared background and prepare your students to interact with the informational resources that will help focus their inquiry?



- Build background knowledge
- Connect to content
- Discover interesting ideas



# Immerse: In Action

Students will

- ✓ Explore sources that expand on the general topic to be researched
- ✓ Collaborate with peers to connect the content and discover interesting ideas

## Small Acts: Rescuing Animals (Immerse Together)

ZOFIA PAWLESKA – LAB RESCUE



Zofia Pawleska is the 22-year-old founder of [Lab Rescue](#), a Polish not-for-profit organization dedicated to rehoming animals used in scientific testing. Since arranging to take 16 rats from a laboratory two years ago, Pawleska has built relationships with

## Small Act Option 1: Cleaning up a Neighborhood

Click on the link to learn more about three brothers' small act of cleaning up their neighborhood.

[Neighborhood Clean-up](#)

'We just want to help': Three brothers cleaning up Bond Hill neighborhood

9.9K Shares



WLTW5 Updated: 8:43 PM EDT Sep 8, 2020

Infinite Scroll Enabled

Jatara McGee Reporter



## Small Act Option 2: Collecting and Donating Books

Directions: Click on the link to learn more about Marley Dias, whose small act of collecting and donating books that featured black girls as the main character become a national movement!

[From Activist to Author](#)

### From Activist To Author: How 12-Year-Old Marley Dias Is Changing The Face Of Children's Literature

Maggie McGrath Editor Staff

"Illustration is fuel that can lead to the development of an innovative and useful idea."

"Innovation comes from one, acknowledging yourself, two, studying and understanding the problem and three, finding a solution," she said. "It's a typical adventure in a hero story, which I now live today."



Marley Dias, founder of #1000BlackGirlBooks, at the Forbes Women Summit in New York City. (Photo: Getty Images)

## Small Action Option 3: Sitting with a Sign

Directions: Click on the link to learn more about Greta Thunberg, whose willingness to sit outside of a building alone with a sign launched Fridays for Future, a global movement to protect the climate.

[Greta Thunberg](#)



Greta Thunberg speaking at a climate strike in Berlin, 2019. (Image: Jens Gutsch/Getty Images)



# Immerse: In Action 2

Students will

- ✓ Explore sources that expand on the general topic to be researched
- ✓ Collaborate with peers to connect the content and discover interesting ideas

## Small Acts Notecatcher

Topic: \_\_\_\_\_

Why did you choose this topic?

What are two personal connections you made? Why?

Name the small acts that caused change.

Describe the impact on the community.

How will you create shared background and prepare your students to interact with the informational resources that will help focus their inquiry?



- Build background knowledge
- Connect to content
- Discover interesting ideas

How will you give students the opportunity to explore interesting ideas by browsing through a variety of texts to get a general picture rather than collecting detailed information?









- Explore interesting ideas
- Look around
- Dip in





# Explore: In Action

- ✓ Rotate through stations to gain sufficient background knowledge and to pick up interesting ideas
- ✓ Work collaboratively as for learning from different sources of information
- ✓ Jot down interesting ideas from a variety of sources
- ✓ Complete a reflection to synthesize and assimilate new ideas that emerge in their explorations

⋮	Food Deserts-Station 1
⋮	 Explore Food Deserts
⋮	Global Warming-Station 2
⋮	 Explore Global Warming
⋮	Water Pollution-Station 3
⋮	 Explore Water Pollution
⋮	Racism-Station 4
⋮	 Explore Racism
⋮	Animal Rights-Station 5
⋮	 Explore Animal Rights
⋮	Cyberbullying-Station 6
⋮	 Explore Cyberbullying

Explore Food Deserts

## WHAT IS A FOOD DESERT?

- No grocery stores
- No farmers' markets
- Surrounded by fast food, junk food, or food high in sugars and fats



Click on all three of the following links to explore **food deserts**:

1. [11 Facts About Food Deserts](#)
2. [The Search for a Solution to Grove Food Desert](#)
3. [Food Deserts in D.C. \(Video\)](#)



# Explore: In Action 2

- ✓ Rotate through stations to gain sufficient background knowledge and to pick up interesting ideas
- ✓ Work collaboratively as for learning from different sources of information
- ✓ Jot down interesting ideas from a variety of sources
- ✓ Complete a reflection to synthesize and assimilate new ideas that emerge in their explorations

## Notetaking Tool

**Directions:** In an effort to learn more about problems you can help solve, you will explore sources in six stations.

- You will use this notetaking graphic to document that name of the sources and record facts about the problem.
- After recording facts, you will reflect on what you learned to determine why people should care about the problem.



Station: \_\_\_\_\_

Source 1	Source 2	Source 3
<b>Facts</b> (at least four that resonate with you):	<b>Facts</b> (at least four that resonate with you):	<b>Facts</b> (at least four that resonate with you):

Station: \_\_\_\_\_

Source 1	Source 2	Source 3
<b>Facts</b> (at least four that resonate with you):	<b>Facts</b> (at least four that resonate with you):	<b>Facts</b> (at least four that resonate with you):

Station: 3- water pollution

	Source 1 11 Facts About Plastic Pollution	Source 2 Americans May Add Five Times More Plastic to the Oceans Than Thought	Source 3 How We Can Keep Plastics Out of Our Ocean
<b>Reflection</b>	<p><b>Facts</b> (at least four that resonate with you): By 2050, there will be more plastic than fish in the ocean. The number of dead zones is growing. Dead zones are areas with extremely low oxygen concentration that can suffocate animals. The oceans are losing bivalves, which help filter water. Noise pollution can cause cellular damage to some animals, such as jellyfish.</p>	<p><b>Facts</b> (at least four that resonate with you): The US could be using five times more than the estimated amount of plastic pollution, and the number was already high. Americans are using more plastic than ever. The US doesn't have enough infrastructure to handle its recycling. Only 9% of plastic and other recycling is actually recycled.</p>	<p><b>Facts</b> (at least four that resonate with you): 8 million metric tons of trash get into the ocean every year. Animals ingest plastic. In order to solve the plastic problem, we have to rethink the system. We need plastic to be reusable. Pollution robs animals of oxygen. Nutrient pollution can be managed.</p>
<p><b>Reflection</b> (why should people care about this problem) <b>We should care about this problem because we would die without the ocean. The ocean affects water everywhere, and we get a lot of food from the ocean. The ecosystem depends on the ocean, and so do we.</b></p>			

Station: 4- racism

	Source 1 11 Facts About Racism	Source 2 First Encounters with Racism	Source 3 What It Takes to be Racially Literate
<b>Reflection</b>	<p><b>Facts</b> (at least four that resonate with you): 15.8% of students reported experiencing race-based bullying or harassment. Black Americans are 6 times more likely to be arrested for using drugs. Black individuals earn 25% less than white individuals. In the US, Black people are less likely to have a job consistent with their education.</p>	<p><b>Facts</b> (at least four that resonate with you): Some parents have to have talks with their kids about their race and how life can be dangerous for them. Racism can exist in many forms. Sometimes people can be racist without meaning to, such as the elementary school student in Maya James's essay. Many people don't understand what life is like for people who are different from them.</p>	<p><b>Facts</b> (at least four that resonate with you): Many schools don't talk about race, which can lead to people being racist. If schools start talking about race and how it relates to current events, people might care more and do things about it. Cultural differences can lead to misunderstandings. People need to learn how to work together to help solve this problem.</p>
<p><b>Reflection</b> (why should people care about this problem) <b>People should care about this problem because we are all human. We might look different and come from different cultures, but we should respect each other.</b></p>			

How will you give students the opportunity to explore interesting ideas by browsing through a variety of texts to get a general picture rather than collecting detailed information?



- Explore interesting ideas
- Look around
- Dip in

How will students be supported as they identify a focus and formulate an open-ended research question?



- Pause and ponder
- Identify inquiry question
- Decide direction



# Identify: In Action

Students will

- ✓ Identify a personal focus
- ✓ Contrast open and closed questions
- ✓ Collaborate to create open questions
- ✓ Create a focused guiding question using a graphic organizer
- ✓ Conference with the teacher

Topic Idea:	
What do I already know about this topic?	
What do I want to know more about on this topic?	
What really interests me about this topic?	

Write your Guiding Question here:

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---

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English Teacher: \_\_\_\_\_

Librarian: \_\_\_\_\_



# Identify: In Action 2

Students will

- ✓ Identify a personal focus
- ✓ Contrast open and closed questions
- ✓ Collaborate to create open questions
- ✓ Create a focused guiding question using a graphic organizer
- ✓ Conference with the teacher

Topic Idea: Title IX	Title IX
What do I already know about this topic? Just because the boys know they can get a spot on the team doesn't mean they should. They are taking away women's careers.	Transgender boys are joining women's sports teams in college and taking away from what the women have been working towards their entire lives.
What do I want to know more about on this topic? • Do the boys feel bad about taking the women's spots on the sports teams? • If they do, do they still do it?	• Are colleges allowed to say no to the boys? • Is there a rule that says colleges have to accept anyone onto the teams if they are good enough to play on that sports team? • Are women doing anything about this problem or are they just upset?
What really interests me about this topic? I wonder if the women just give up and let the boys have the spot or if they really fight for their spot on the team.	I am interested about the women who have worked so hard to get there and then the boys come in and take away their spot on the team because they are physically stronger than women.
Write your Guiding Question here: <u>How does the rise of transgender people in college sports impact Title IX and women's access to scholarships and spots on sports teams?</u>	
English Teacher: <u>Ms. Wilson</u>	Librarian: <u>Lambert</u>

*How to balance inclusivity, competition, fairness and safety.*



How will students be supported as they identify a focus and formulate an open-ended research question?



- Pause and ponder
- Identify inquiry question
- Decide direction



How will you equip students to determine viable sources?

How will you provide a structure for students' ideas continue to evolve based on thorough reading of information and detailed note taking?



- Gather important information
- Go broad
- Go deep



# Gather: In Action

Students will

✓ Participate in Mini- lessons on:

- Source Evaluation
- Lateral Reading
- Plagiarism
- Citations
- Key words
- Notetaking

WEBSITE EVALUATION	<b>C</b>	<b>Currency</b> The timeliness of the information.
	<b>R</b>	<b>Relevance</b> The importance of the information for your needs.
	<b>A</b>	<b>Authority</b> The source of the information.
	<b>A</b>	<b>Accuracy</b> The reliability, truthfulness, and correctness of the content.
	<b>P</b>	<b>Purpose</b> The reason the information exists.

### The **ART** of Reading Laterally

To check on the truth and accuracy of a source, before reading vertically, fact-checkers open tabs and practice the ART of reading laterally:

**A**  
**AUTHOR**  
Who is the site/article author - and is there a motive behind the message?  
What can you learn about the author?  
What biases might the author have?

**R**  
**RELIABILITY**  
How recent is the site/article - when was it published or last updated?  
What do other fact-checking sites say about the author and his/her claim?

**T**  
**TARGET**  
Who is the intended audience and why is the author targeting them?  
What does the author want his/her target to believe, take a stand against, support and/or purchase?

**A**  
**ACCURACY**  
The reliability, truthfulness, and correctness of the content.

**P**  
**PURPOSE**  
The reason the information exists.

**MEDIA LITERACY**

**DIGITAL CITIZENSHIP**

“Lateral readers don't spend time on the page or site until they've first gotten their bearings by looking at what other sites and resources say about the source at which they are looking.” - Web Literacy for Student Fact-Checkers - Mike Caulfield

“Rather than trust the 'about' section, leave the website and research the organization or author” - Common Sense

For more information about media literacy, go to [blogs.egusd.net/digitalcitizenship](https://blogs.egusd.net/digitalcitizenship). © 2018 ELK GROVE UNIFIED SCHOOL DISTRICT



# Gather: In Action 2

Students will

✓ Participate in Mini- lessons on:

- Source Evaluation
- Lateral Reading
- Plagiarism
- Citations
- Key words
- Notetaking

## Your Challenge:

- Read your guiding question, choose your keywords
- Conduct a search using Google
- Read the snippets for each result and choose the link that is most appropriate
- Apply the CRAAP test
- Conduct a lateral read completing the graphic organizer

The screenshot shows the NoodleTools interface for editing a notecard. The notecard is titled "Climate Change" and has a URL of "http://www.epa.gov/climatechange/impacts-adaptation". The source is listed as "Climate Change" EPA, US Environmental Protection Agency, www...". The notecard content is divided into two sections: "Direct quotation" and "Original thinking here". The "Direct quotation" section contains text about climate change impacts and includes a citation: "(www.epa.gov/climatechange/impacts-adaptation accessed 11Aug15)". The "Original thinking here" section contains two bullet points: "How does this fit with what you know?" and "What do you wonder? What can you follow up on?". The interface also shows a "Tags" field and a "My tags" dropdown menu.

How will you equip students to determine viable sources?

How will you provide a structure for students' ideas to continue to evolve based on thorough reading of information and detailed note taking?



- Gather important information
- Go broad
- Go deep

# How will students construct their ideas as they collect information?



**Create**

- Reflect on learning
- Go beyond facts to make meaning
- Create to communicate



# Create: In Action

Student will

- ✓ Develop a Project Proposal that
  - ✓ synthesizes the information they gathered from multiple sources to compose a problem and solution analysis,
  - ✓ formulates a description of an artifact and publishes findings
  - ✓ Cites sources

Project Proposal	
<b>Title:</b> Provide a brief and meaningful title to your project.	
<b>Problem Analysis:</b> Provide a clear and concise description of the issue that needs to be addressed. Your problem analysis is well composed AEC paragraph.	
<b>Solution Analysis:</b> Provide a clear and concise description of your proposed solution to address the problem. Your solution analysis is a well composed AEC paragraph.	
<b>Artifact:</b> Provide a brief description of your artifact you are creating to inform a wide audience of the problem and your proposed solution.	
<b>Artifact Rationale:</b> Provide an explanation that clarifies WHY you believe your artifact is an effective mode for raising awareness to your problem and proposed solution.	
<b>Target Audience:</b> Who are you designing your artifact to appeal to?	
<b>References:</b> Cite your research references (at least three, using MLA format).	



# Create: In Action 2

Student will

- ✓ Develop a Project Proposal that
  - ✓ synthesizes the information they gathered from multiple sources to compose a problem and solution analysis,
  - ✓ formulates a description of an artifact and publishes findings
  - ✓ Cites sources

Project Proposal	
<b>Title:</b> Provide a brief and meaningful title to your project.	Climate Change and its Devastating Effects on our Earth
<b>Problem Analysis:</b> Provide a clear and concise description of the issue that needs to be addressed. Your problem analysis is well composed AEC paragraph.	Climate change is affecting the world, and it is not too late to be stopped. According to SpunOut, almost all of greenhouse gas emissions are caused by humans. Things like cutting down trees, using vehicles, animal slaughterhouses, and all other burning of coal and oil contribute to greenhouse gas emissions. Greenhouse gases are one of the driving factors of climate change. According to Bloomberg.org, driving to school is actually very bad for the environment, and you should try to carpool, walk, or take the bus to school. Even things that seem like they are insignificant and harmless can add up over time and really harm the environment.
<b>Solution Analysis:</b> Provide a clear and concise description of your proposed solution to address the problem. Your solution analysis is a well composed AEC paragraph.	My solution to this problem is for governments around the world to push their countries to keep the temperature change under 2 degrees. According to The United Nations, that number is a landmark in the multilateral climate change progress because, for the first time, a binding agreement brings all nations into a common cause to undertake ambitious efforts to combat climate change and adapt to its effects. The strive for a cleaner world can help the Earth last for hundreds more years when it has evolved and eventually all energy is from clean sources.
<b>Artifact:</b> Provide a brief description of your artifact you are creating to inform a wide audience of the problem and your proposed solution.	I am doing the playlist, and I think it best represents my topic.
<b>Artifact Rationale:</b> Provide an explanation that clarifies WHY you believe your artifact is an effective mode for raising awareness to your problem and proposed solution.	I have always liked music, and I feel like the message something tries to tell is always more powerful when told through music. I will be doing music that speaks on climate change and its issues, and what everyone can do to stop it.
<b>Target Audience:</b> Who are you designing your artifact to appeal to?	Activists and non-educated people wanting to help stop climate change.

<b>References:</b> Cite your research references (at least three, using MLA format).	"The Paris Agreement." <i>United Nations Climate Change</i> , unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement. Accessed 11 May 2021.  "Small Actions Can Make a Big Difference on Climate Change." <i>Bloomberg</i> , 5 Dec. 2019, www.bloomberg.com/company/stories/climate-lifestyle-swaps/. Accessed 5 May 2021.  "10 Facts About Climate Change." <i>SpunOut</i> , 9 Apr. 2019, spunout.ie/news/climate/10-facts-about-climate-change. Accessed 11 May 2021.
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# How will students construct their ideas as they collect information?



**Create**

- Reflect on learning
- Go beyond facts to make meaning
- Create to communicate

How will you provide the opportunity for students to creatively present what they have learned?



- Learn from each other
- Share learning
- Tell your story



# Share: In Action

Students will

- ✓ Prepare an original presentation
- ✓ Creatively present what they have learned
- ✓ Explore peer presentations

Activism Inquiry Project Rubric

	4	3	2	1	Points and Comments
<b>Process</b>	<ul style="list-style-type: none"> <li>All steps of the inquiry process were completed and checked before creating the product</li> </ul>	<ul style="list-style-type: none"> <li>Most steps of the inquiry process were completed and checked before creating the product</li> </ul>	<ul style="list-style-type: none"> <li>Some steps of the inquiry process were completed and checked before creating the product</li> </ul>	<ul style="list-style-type: none"> <li>No steps of the inquiry process were completed before creating the product</li> </ul>	
<b>Product Content</b>	<ul style="list-style-type: none"> <li>Product has a clear, action-oriented solution related to the chosen topic</li> <li>Appeals to a target audience</li> <li>Excellent evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Product has a "planned" solution related to the chosen topic.</li> <li>Appeals to a target audience</li> <li>Clear evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Product has a focus related to the chosen topic</li> <li>Appeals to a target audience</li> <li>Inconsistent evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Product has no relationship to the chosen topic</li> <li>No evidence of student learning</li> </ul>	
<b>Product Quality</b>	<ul style="list-style-type: none"> <li>Product is extremely original and creative</li> <li>Strong evidence of planning to include the relevant content</li> </ul>	<ul style="list-style-type: none"> <li>Product is original and creative</li> <li>Clear evidence of planning to include the relevant content</li> </ul>	<ul style="list-style-type: none"> <li>Product is original</li> <li>Inconsistent evidence of planning to include content</li> </ul>	<ul style="list-style-type: none"> <li>Product lacks originality</li> <li>No evidence of planning to include content</li> </ul>	
<b>AEC Response</b>	<ul style="list-style-type: none"> <li>Clear purpose that is focused throughout the paragraphs</li> <li>Provides specific evidence that is completely relevant to the problem and</li> </ul>	<ul style="list-style-type: none"> <li>Purpose may digress a little but is focused throughout the majority of the paragraph</li> <li>Evidence is mostly specific and is relevant to the problem and</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is identifiable but may not be focused throughout the paragraph</li> <li>Include evidence but it may not be completely relevant</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is not identifiable or focused</li> <li>Lacks evidence or support for the purpose</li> <li>Connections are not relevant; there is not a recognizable</li> </ul>	

Activism Inquiry Project Rubric

	proposed solution <ul style="list-style-type: none"> <li>Connections to the purpose are clear and compelling and there is a logical flow of ideas</li> </ul>	proposed solution <ul style="list-style-type: none"> <li>Connections to the purpose are present and there is a logical flow of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Connections to the purpose are simplified and the paragraph is somewhat disorganized</li> </ul>	organizational structure	
--	--	---	--	--------------------------	--

Total Points: \_\_\_\_\_

Score: \_\_\_\_\_

Scoring Scale	
Score	Total Points
A= 100-90	16-14
B= 89-80	13-10
C= 79-70	9-6
D= 69-60	5-1



# Share: In Action 2

Students will

- ✓ Prepare an original presentation
- ✓ Creatively present what they have learned
- ✓ Explore peer presentations

Watch the Highland Original Documentary

## Intoxication

Don't Die For A Drink

Car crashes are the #1 cause of death for teens

25% of teen crashes are alcohol related

Take a pledge against teen drinking and driving using the hashtag

#ITookThePledge

Coming Soon to a Classroom Near You  
May 24, 2021

Featuring MADD President Alex Otte & SADD CEO Rick Birt

How will you provide the opportunity for students to creatively present what they have learned?



- Learn from each other
- Share learning
- Tell your story

# How will your students assess what went well and what problems they encountered in the research process?



- Evaluate achievement of learning goals
- Reflect on content
- Reflect on process



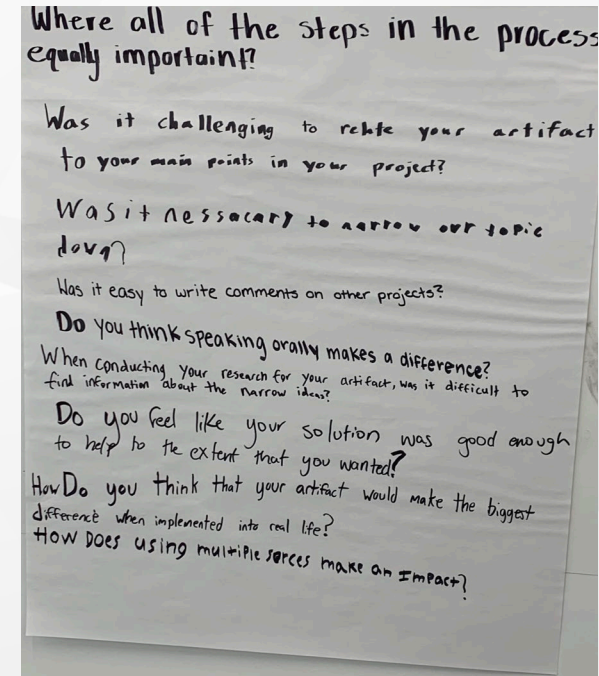
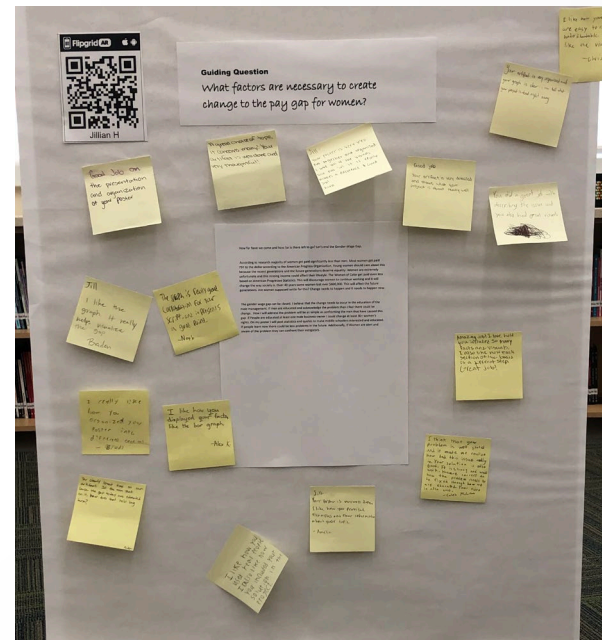


# Evaluate: In Action

Students will

- ✓ Evaluate the guided inquiry process as a method for conducting research
- ✓ Read the impressions and questions generated in response to peers' presentations
- ✓ Record prompts for further discussion
- ✓ Maintain a student-led conversation responding to peers' presentations

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# Evaluate: In Action 2

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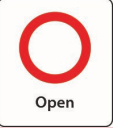

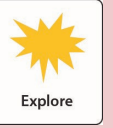

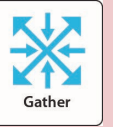


1. Which is true about how I learned during this inquiry unit? Check all that apply.
  - It helped to talk with others about my ideas
  - It helped to have time to work alone.
  - I need time to think before I write anything down.
  - It helped me to draw or make a chart of my ideas and thinking.
  - It helped to explore a bunch of ideas for deciding on one topic.
  - Moving around helps me to think and get more work done.
2. Choose one of your answers from the last question. In the space below, explain more in detail about how it helped you.
3. Choose ONE inquiry tool which helped you the most and explain how it helped you.
4. What was easy for me about learning this way?
5. What was hard for me about learning this way?
6. What will you do differently next time you research a question or topic of your choice?

# How will your students assess what went well and what problems they encountered in the research process?








- Evaluate achievement of learning goals
- Reflect on content
- Reflect on process

# Guided Inquiry Graphic Organizers and Rubrics

Phase	Purpose	Graphic Organizer
 <p>Open</p>	<ul style="list-style-type: none"> <li>• Invitation to inquiry</li> <li>• Open minds</li> <li>• Stimulate curiosity</li> </ul>	"Activism, Everywhere" Graphic Organizer
 <p>Immerse</p>	<ul style="list-style-type: none"> <li>• Build background knowledge</li> <li>• Connect to content</li> <li>• Discover interesting ideas</li> </ul>	Small Acts Note catcher
 <p>Explore</p>	<ul style="list-style-type: none"> <li>• Explore interesting ideas</li> <li>• Look around</li> <li>• Dip in</li> </ul>	Explore Notetaking Tool
 <p>Identify</p>	<ul style="list-style-type: none"> <li>• Pause and ponder</li> <li>• Identify inquiry question</li> <li>• Decide direction</li> </ul>	Building Your Guiding Question Organizer
 <p>Gather</p>	<ul style="list-style-type: none"> <li>• Gather important information</li> <li>• Go broad</li> <li>• Go deep</li> </ul>	Activism Choice Board Activism Project Proposal
 <p>Create</p>	<ul style="list-style-type: none"> <li>• Reflect on learning</li> <li>• Go beyond facts to make meaning</li> <li>• Create to communicate</li> </ul>	Activism Project Rubric
 <p>Evaluate</p>	<ul style="list-style-type: none"> <li>• Evaluate achievement of learning goals</li> <li>• Reflect on content</li> <li>• Reflect on process</li> </ul>	Guided Inquiry Reflection Questions


# Unit at a Glance: Standards Alignment

Dates	Guided Inquiry Process	Learning Target	Learning Path
<b>Week 1</b>			
Day 1	<p>Open</p>  <p>Open</p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Gain attention</li> <li>• Start students thinking</li> <li>• Set direction of learning</li> <li>• Stimulate curiosity</li> </ul>	<p>Use prewriting strategies to generate and organize ideas</p> <p>Make inferences and draw conclusions based on explicit and implied information using evidence from text as support</p> <p>SOL Strands: Writing Reading</p> <p>AASL: I.A.2</p>	<p><b>Co-creation of shared understanding of the concept: Activism</b></p> <p>Students will:</p> <p>input responses in Mentimeter to create a class word cloud that identifies shared prior knowledge about activism, use the ideas from the class word cloud to compose a class definition for activism, listen to a read aloud of the poem "Activism, Everywhere", engage in a class discussion to make connections between the poem and the class created definition of activism, individually re-read the poem, analyze links attached to specific lines, and complete a graphic organizer to identify the details heard/seen in the links as well as connections to the overall message of the poem.</p>
Day 2	<p>Immerse</p>  <p>Immerse</p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Build common background knowledge</li> <li>• Generate ideas</li> <li>• Guide students to engage w/content</li> </ul>	<p>Summarize the text, identifying supporting details</p> <p>Make inferences and draw conclusions based on explicit and implied information using evidence from text as support</p> <p>SOL Strand: Reading</p> <p>AASL: I.A.2</p>	<p><b>Discuss poem and links</b></p> <p>Students will:</p> <p>collaborate with teachers to analyze an example of a small act (Zofia and lab rat rescue), choose their small acts topic and go to break out rooms to view or read and discuss video or text, complete a note catcher to summarize the small act and identify its impact, and engage in a whole group discussion to present takeaways.</p> <p>Exit ticket: Share Howard Zinn quote. "We don't have to engage in grand, heroic actions to participate in the process of change. Small acts when multiplied by millions of people can change the world."</p> <p>Students will respond: How does what you discovered in your breakout session support this quote?</p>
<b>End of Week 1/ Week 2</b>			
Day 3-6	<p>Explore</p>  <p>Explore</p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Explore ideas</li> </ul>	<p>Generate notes, determine the central ideas of a primary or secondary source, and synthesize information</p> <p>SOL Strands: Reading Research</p> <p>AASL: I.D.3</p>	<p><b>Stations to explore facts about current problems and possible solutions</b></p> <p>Students will:</p> <p>explore 2 stations over 3 days (6 stations total.) Each day, using a note catcher, they will identify facts from three different sources that elaborate on a common problem, document the name of the sources, synthesize the information from each of the three sources to explain why the problem matters, and choose one station that resonates with them.</p> <p>Once stations are completed, students will identify a personal topic to research.</p>
Day 7		<p>Write reflectively to explain and analyze an experience or a skill</p> <p>SOL: Writing 8.7d</p> <p>AASL: I.D.4</p>	<p><b>Mini-lesson on creating the Inquiry Journal on Sway</b></p> <p>Students will:</p> <p>create the structure for their reflection journals using Sway, compose written responses that reflect on the guided inquiry process, specifically questioning and clarifying the impact of the inquiry tools for information processing.</p>

<b>Week 3</b>			
Day 8	<p>Identify</p>  <p>Identify</p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Focus ideas</li> <li>• Identify inquiry questions</li> <li>• Identify learning goals</li> <li>• Focus their search</li> </ul>	<p>Formulate and revise questions about a research topic</p> <p>SOL Strand: Research</p> <p>AASL: I.A.1</p>	<p><b>QFT mini lesson using images as QFocus</b></p> <p>Students will (with a partner):</p> <p>contrast closed questions with open-ended questions, collaborate to create questions generated in response to an image, categorize the questions as closed or open-ended, and revise a closed question so that it is open-ended.</p> <p>Exit Ticket: Students will record reflections and questions in their Inquiry Journal (SWAY).</p>
Day 9	<p>Gather</p>  <p>Gather</p> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Search for information</li> <li>• Go broad, deep and focused</li> </ul>	<p>Formulate and revise questions about a research topic</p> <p>SOL Strand: Research</p> <p>AASL: I. A.1</p>	<p><b>Mini lesson on creating guiding question</b></p> <p>Students will:</p> <p>complete a graphic organizer to identify their proposed topic, what they already know about the topic, what they want to know more about the topic, and what about the topic piques their interest. Using the information from the chart, students will craft open-ended questions that require them to learn more about the problem and solutions, as well as make personal connections to the solution. Throughout the process, students will conference with teachers or librarian.</p> <p>Exit Ticket: Students will record reflections and questions in their Inquiry Journal (SWAY).</p>
Day 10		<p>Avoid plagiarism and its consequences by giving credit</p> <p>Cite primary and secondary sources using MLA</p> <p>SOL Strand: Research 8.9e, h</p> <p><u>AASL: VI.B.2</u></p>	<p><b>Mini lesson on Noodle Tools</b></p> <p>Students will:</p> <p>begin gathering information using curated sources, document notes from information gathered from two of curated sources, and cite the source using the Noodle Tools platform.</p> <p>Exit Ticket: Students will record reflections and questions in their Inquiry Journal (SWAY).</p>
Day 11		<p>Evaluate the validity and credibility of information</p> <p><u>SO Strand: Research</u></p> <p>AASL: I.D.2</p>	<p><b>Mini lesson on Evaluating Sources</b></p> <p>Students will:</p> <p>complete a Nearpod activity focusing on how to check the objective reliability of informational sources, learn how to apply the CRAAP test (currency, relevance, authority, accuracy, and purpose), and take a deeper dive into bias (building off prior knowledge from the English 7 curriculum). Students will apply the CRAAP test to two sources they have already cited in Noodle Tools.</p> <p>Exit Ticket: Students will record reflections on the importance of evaluating sources (SWAY).</p>

# Unit at a Glance: Standards Alignment 2

Week 4			
Day 12		Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent  SO Strand: Reading AASL: VI.A.3	<b>Mini-lesson on Lateral Reading</b> Students will: explore lateral reading for checking credible sources and create digital note cards for information that answers their guiding questions.  Exit Ticket: Students will record reflections and questions in their Inquiry Journal (SWAY).
Day 12		Conduct short research projects to answer questions, drawing on several sources and generating new questions  Quote, summarize, and paraphrase research findings  SOL Strand: Research AASL: I.D.4	<b>Student-led Research</b> Students will: search for additional sources to answer their guiding questions, apply the CRAAP test to possible sources, and record notes from reliable sources.  Exit Ticket: Students will record reflections on the importance of evaluating sources (SWAY).
Day 13		Conduct short research projects to answer questions, drawing on several sources, and generating new questions  Quote, summarize, and paraphrase research findings  SOL Strand: Research AASL: VI.A.3	<b>Student-led Research</b> Students will: generate notes that determine the central ideas and accurately summarize information from sources.  Exit Ticket: Students will record reflections on the importance of evaluating sources (SWAY).
Day 14		Collect and synthesize information from multiple sources  Analyze information gathered from diverse sources  SOL Strand: Research AASL: I.B.3	<b>Using Your Voice (Activism) Project Proposal</b> Students will: synthesize information from multiple sources to compose a problem and solution analysis, formulate a description of an artifact that will be used to publish research findings, and cite sources using MLA.

Week 5			
Day 15		Produce a research product  SOL Strand: Research AASL: I.B.3	<b>Artifact Creation</b> Students will: create a self-selected product that presents research findings and solution.
Day 16			
Day 17		Produce a research product  SOL Strands: Writing Research AASL: I.B.3	<b>Script Creation for Artifact Presentation Video</b>

# Unit at a Glance: Standards Alignment 3

Week 6			
Day 18		Publish findings  Utilize multimedia to clarify information	<b>Peer Recording and QR Code Creation</b> Students will: create a video that meets the following criteria: <ul style="list-style-type: none"> <li>• 3 to 6 minutes long</li> <li>• begin with introductions: say name, grade, school and the name of presentation</li> <li>• address the rationale for selecting the specific problem and the motivation for the artifact being presented</li> <li>• summarize the research done to discover an impactful solution</li> <li>• present the artifact</li> <li>• talk about all steps of the process to create the artifact. (What challenges were encountered? What changes were made during the process?)</li> </ul>
Day 19		SOL Strands: Research Communication and Multimodal Literacies	
Day 20	<div style="background-color: #00FFFF; padding: 5px; border: 1px solid black;"> <p style="text-align: center; margin: 0;"><b>Goals</b></p> <ul style="list-style-type: none"> <li>* Learn from each other</li> <li>* Tell their 'story'</li> </ul> </div>	Analyze the choice and purpose of information in a media presentation  Provide feedback and acknowledge insights expressed by others	<b>Artifact Gallery Walk and Peer Evaluation</b> Students will: explore multiple peer presentations placed around the room (accessed through QR code). After viewing each presentation, record impressions and questions. Students can take a gallery walk on their own or with a partner.
Day 21		SOL Strands: Communication and Multimodal Literacies AASL: III.C. 1	
Week 7			
Day 22	<div style="background-color: #FFD700; padding: 5px; border: 1px solid black;"> <p style="text-align: center; margin: 0;"><b>Goals</b></p> <ul style="list-style-type: none"> <li>* Assess achievement</li> <li>* Reflect on content and process</li> </ul> </div>	Evaluate presentations  SOL Strand: Communication and Multimodal Literacies	<b>Reflection: Microsoft Form and Reflection Circle Prep Work</b> Students will: evaluate the guided inquiry process as a method for conducting research by completing a Microsoft Form, rotate through the room to read the impressions and questions generated in response to peers' presentations, and record prompts for further discussion.
Day 23		Maintain a focused discussion  Answer questions and respond to comments with relevant evidence, observations, and ideas  SOL Strand: Communication and Multimodal Literacies AASL: III.D.1&2	<b>Reflection Circle</b> Students will: maintain a conversation responding to peers' presentations by participating in Concentric Circles (Concentric Circles: Two circles discuss with partner, rotate circles to find new partner to summarize the takeaways).

What words come to mind when you think of students being assigned research?



# Resources

- Kulthau, Carol C., Leslie K. Maniotes, and Ann K. Caspari. 2012. *Guided Inquiry Design: A Framework for Inquiry in Your School*. Santa Barbara, CA: Libraries Unlimited.
- Maniotes, Leslie. 2013. “Stick-to-itiveness: Three Strategies to Achieve Persistence through Inquiry.” *School Library Monthly* 30 (2): 9-11.
- Maniotes, Leslie, and Carol Kulthau. 2014. “Making the Shift.” *Knowledge Quest* 43 (2): 8-17
- Maniotes, Leslie. 2017. *Guided Inquiry Design in Action: High School*. Santa Barbara, CA: Libraries Unlimited.
- Maniotes, Leslie, LaDawna Harrington, and Patrice Lambusta. 2016. *Guided Inquiry Design in Action: Middle School*. Santa Barbara, CA: Libraries Unlimited.
- Rothstein, Dan and Luz Santana. 2013. *Make One Change*. Cambridge, MA: Harvard Education Press.

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