

Inquiry at Kamehameha Elementary, Day 2

KES, March 3, 2015, 8-11am
Upper elementary teachers +
Specialists

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SLIDES:
<http://bit.ly/fontblog>



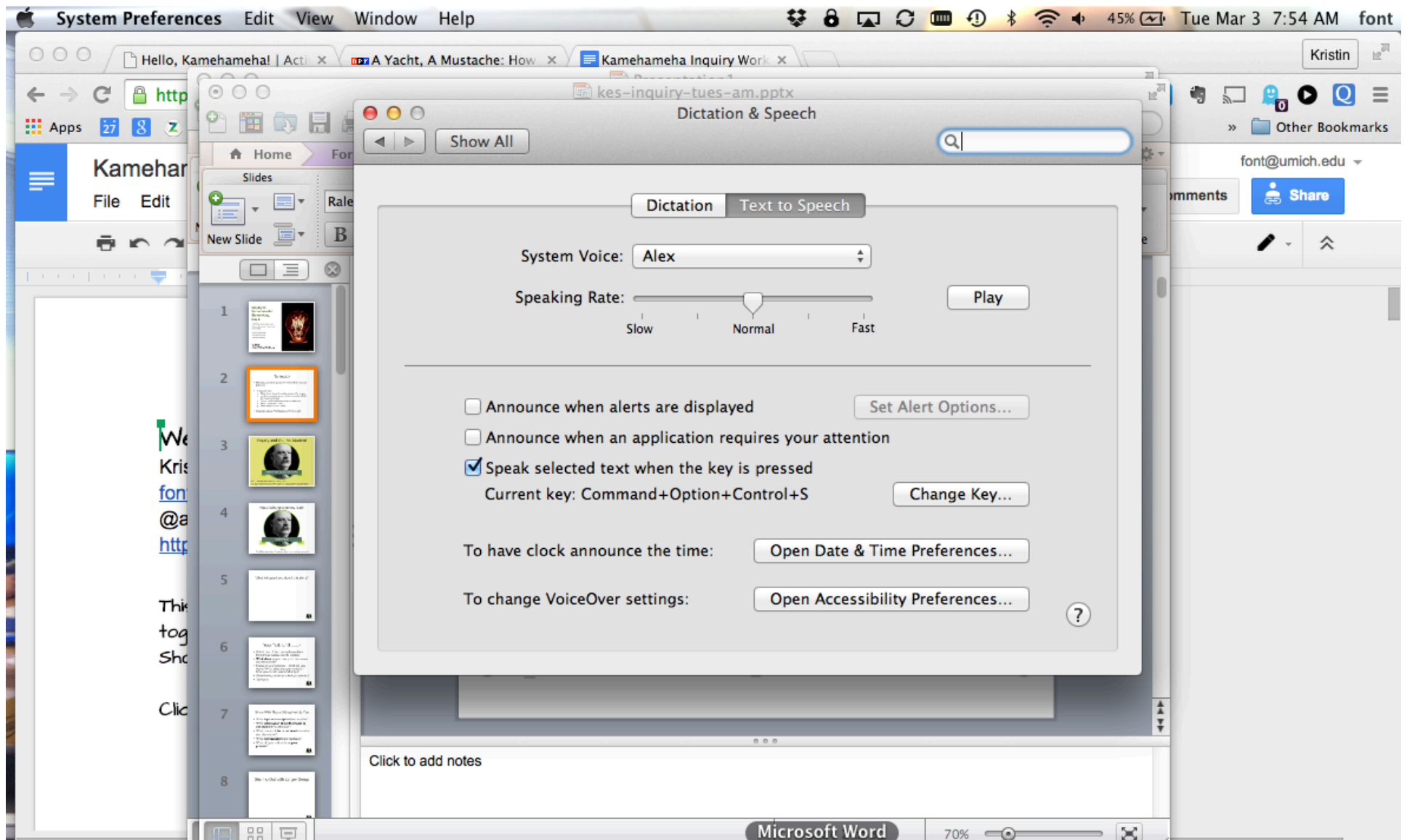
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Xenos

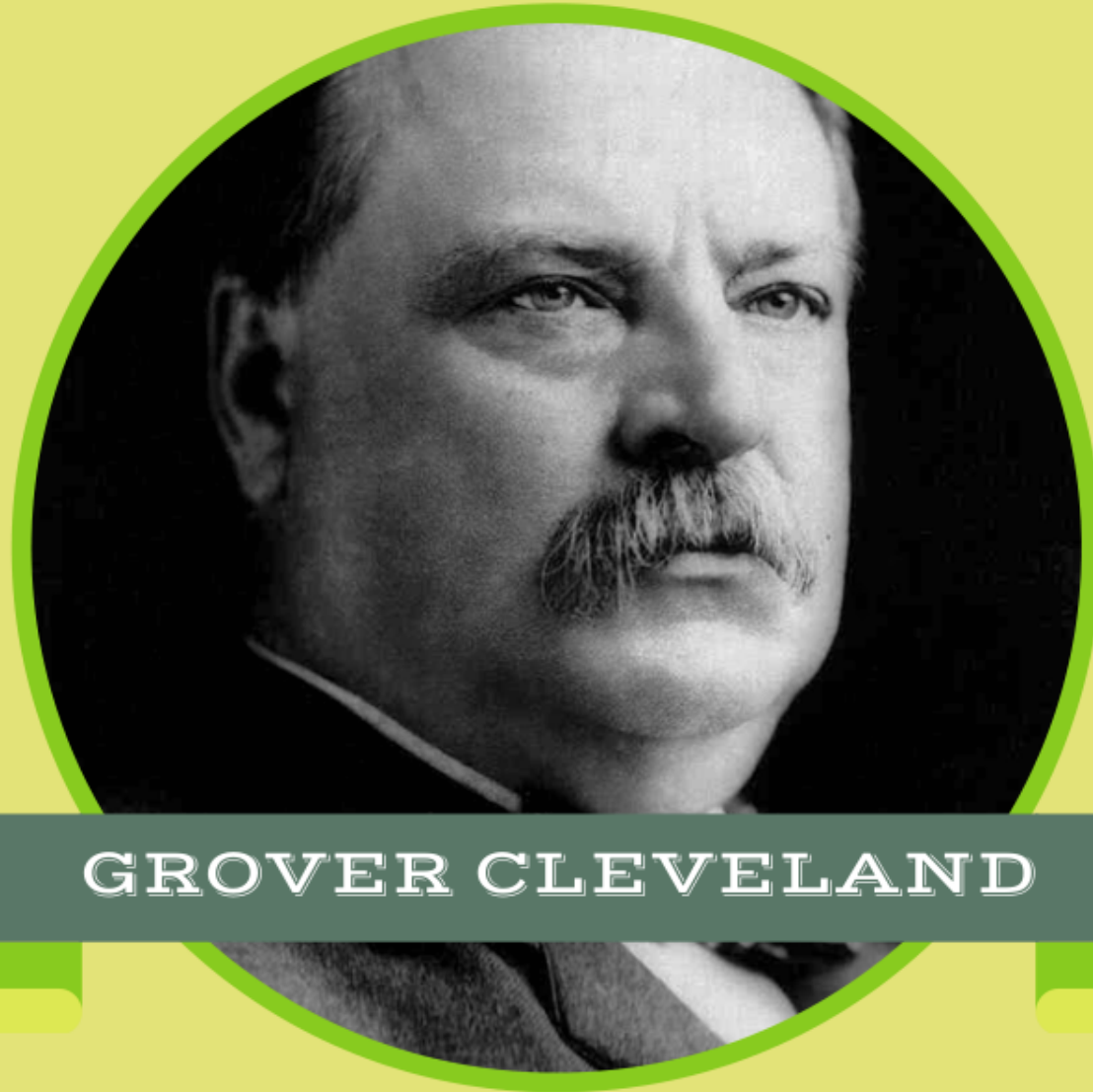
To recap

- Monday we did a quick overview of the inquiry process
- Today we will ...
 1. Think like a student and take inquiry for a spin
 2. Look at scenarios as way to frame and scaffold the inquiry process
 3. Give a traditional lesson plan a makeover
 4. Work on our own ideas
 5. Think ahead to next week
- Housekeeping: AHA buttons, Parking Lot, Text-to-Speech

Text-to-speech feature



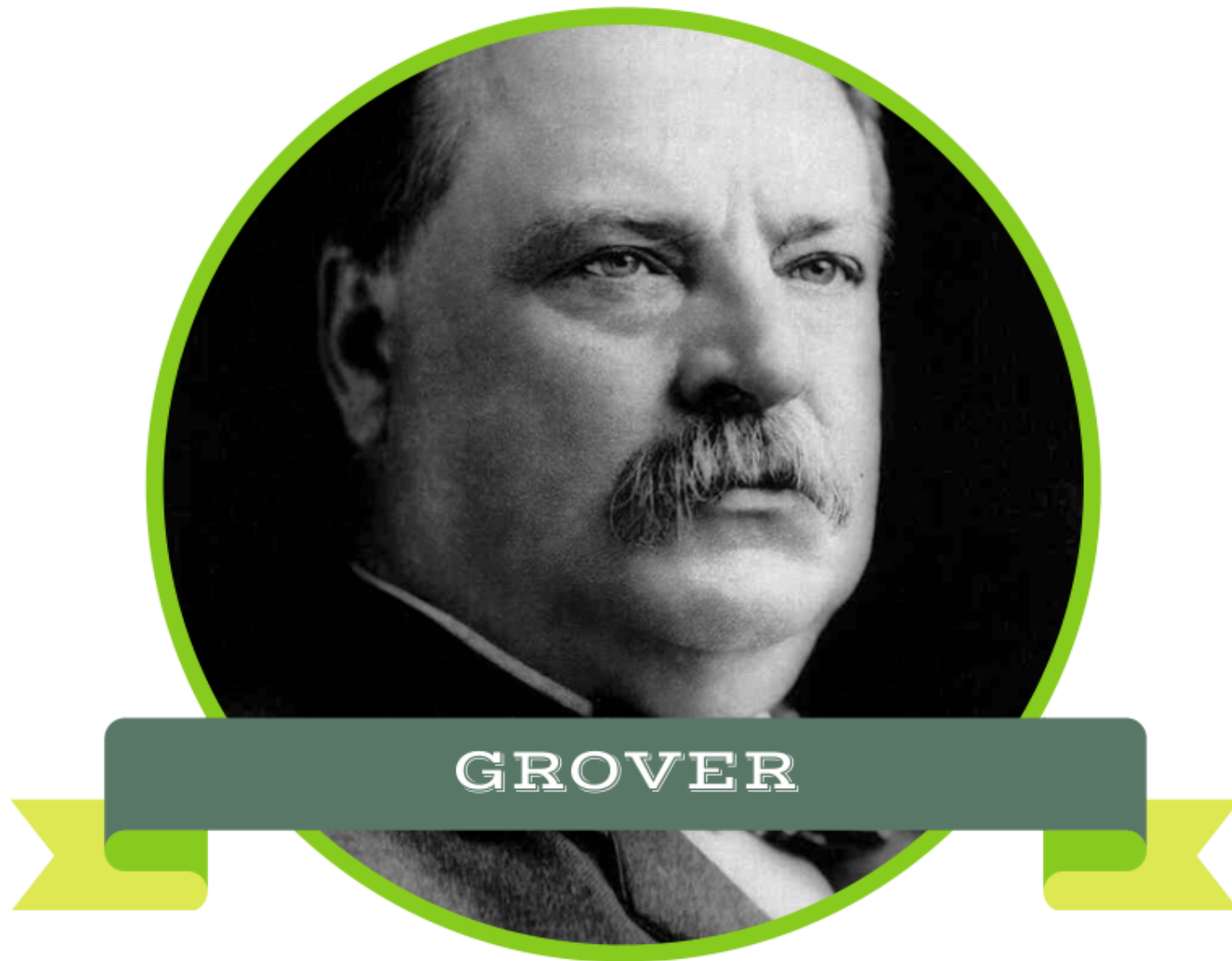
Inquiry and You-As-Student



GROVER CLEVELAND

*Psst ... this slide made by Canva.com
My grad students love this easy-to-use graphic design site!*

<http://bit.ly/groverstory> (7:48)



Listen ...
Scribble questions/ideas as they pop up in your mind ...

What intrigued you about this story?

- Biography
- How did Cleveland get info about Hawai'i situation?
- Who were his advisors on this/other issues?
- Oral surgery (historically / modern)
- Role of newspaper reporters through history
- Role of reporters regarding Presidential privacy?
 - Local implications
- How do Presidential activities affect us locally?
- What if something happened to the President? What are next steps?
- What was their backup plan/contingency plan?
- Social media?
- Overflow issues
- Great-great-grandson of Cleveland came to Hawai'i to apologize



Your Task (until 8:45am)

- Select one of the concept questions from the previous slide to explore
- **Work alone** so you hear your own voice as a researcher
- Focus on your process – what are you doing? What sites are you choosing? How you decide your next steps?
- *Do not worry about producing a product.*
- *Seriously.*



Share With Those Sitting Next to You

- What **topic or concept** did you explore?
- What **information about that topic or concept** did you discover?
- What can you **infer** or **deduce** from what you discovered?
- What **new questions** do you have?
- What did you notice about **your process**?



Sharing Out with Larger Group - Content

- Oligarchy – overthrow of monarchy (underhanded) – GV speech to Congress
- His overall perspectives on topics (e.g., pro-Native Am assimilation, women, low rights for Af-Am) → so why support Hawai'i
- Helped Samoa, Venezuela (went to war w/England over it) → repeatedly involved in foreign issues even though he kept doing it. How does Hawai'i fit into this?
- Surgery: Who was his VP? Was the VP aware of the surgery? What kind of communication was available at this time (e.g., ship-to-shore). Adlai Stevenson was not aware that the surgery was so serious. Thought it was dental surgery. Didn't even know how close to being President he was. New communication: wireless telegraph introduced that year. What were they going to do if he needed emergency help? Died? Surgery July 1, 1893.
- "moved with tact and delicacy" – wanted to look back at earlier life. Doesn't seem that way – why described that way?
- Presidential Privacy – followed first US presidential campaign (in Web 2.0 – Obama's campaign). Read before you click! By two profs (Yale, UW) – Obama was first to utilize online technology & social media to bring grassroots. Contributed to his victory. There remains an unaddressed area: status of private info of citizens. Custom messages according to private info. Targeted info. Opening up citizens to privacy violations.



Sharing Out with Larger Group - Process

- Temptations – wanting to go off-task?
- Hawaii Digi Newspaper Project – shares name of person who pulls info together – looked this person up to look for bias – links primary sources. Questions of credibility came up. Couldn't figure out how to read the linked docs. Navigation a challenge.
- Read from the bottom up.
- Finds other links you want to click on → interesting even though not formal research topic. Off-roading means you keep asking, "What am I really searching for?" And that's OK.
- Found exact speech, and then responses. Maybe start with a core document from which there are jumping-off points (Gdoc?)
- Copy and paste links and notes and quotes on Word – wrote questions in another color



Arguments with Evidence (CCSS)

- Work with the folks sitting near you. Based on the news story you heard, the research you did, and the information the people sitting next to you found:

Was Grover Cleveland wise to hide his cancer from the nation at a time of upheaval?

- Support your assertion with evidence from the story and your prior knowledge.
- Sketch out your ideas on a scrap piece of paper or screen.



Think, Pair, Share: Think Like A Student

- In your role as a student researcher:
 - What did you do in terms of **actions**?
 - What **emotions** did you feel at various moments of the process?
 - What kinds of **sources** did you use?
 - Did you **stick with your original line of inquiry**? Change? At what point(s)?
 - Overall, what did you **learn** about the content, process, and outline you made?



Share Out With the Larger Group



Carol Kuhlthau's Information Search Process

Model of the Information Search Process

	Initiation	Selection	Exploration	Formulation	Collection	Presentation	Assessment
Feelings (Affective)	Uncertainty	Optimism	Confusion Frustration Doubt	Clarity	Sense of direction / Confidence	Satisfaction or Disappointment	Sense of accomplish- ment
Thoughts (Cognitive)	vague			focused			Increased self-awareness
				increased interest			
Actions (Physical)	seeking	relevant Exploring	information	seeking	pertinent Documenting	information	

http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm



Think, Pair, Share: Think Like a Teacher

- Where do you think students would need your **support**?
- Where do you think they might **stumble**?
- What might a shift to inquiry-oriented work **demand of you** that you haven't dealt with before?
- What would you need to do to **prepare**?



Share Out With the Larger Group





BREAK
UNTIL
9:35

A frame to help elementary kids
with the Investigate phase

Frame the Project

Scenarios

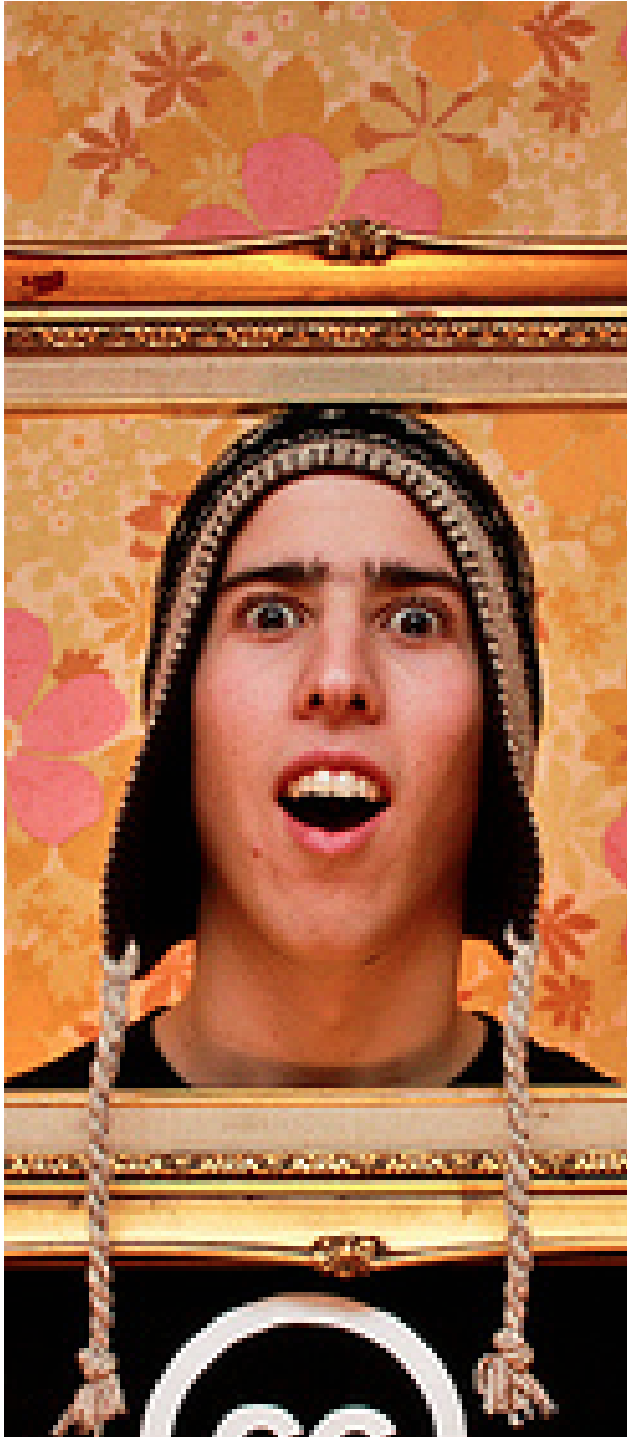
Project-Based
Learning

Problem-Based
Learning

Real-World
Situations



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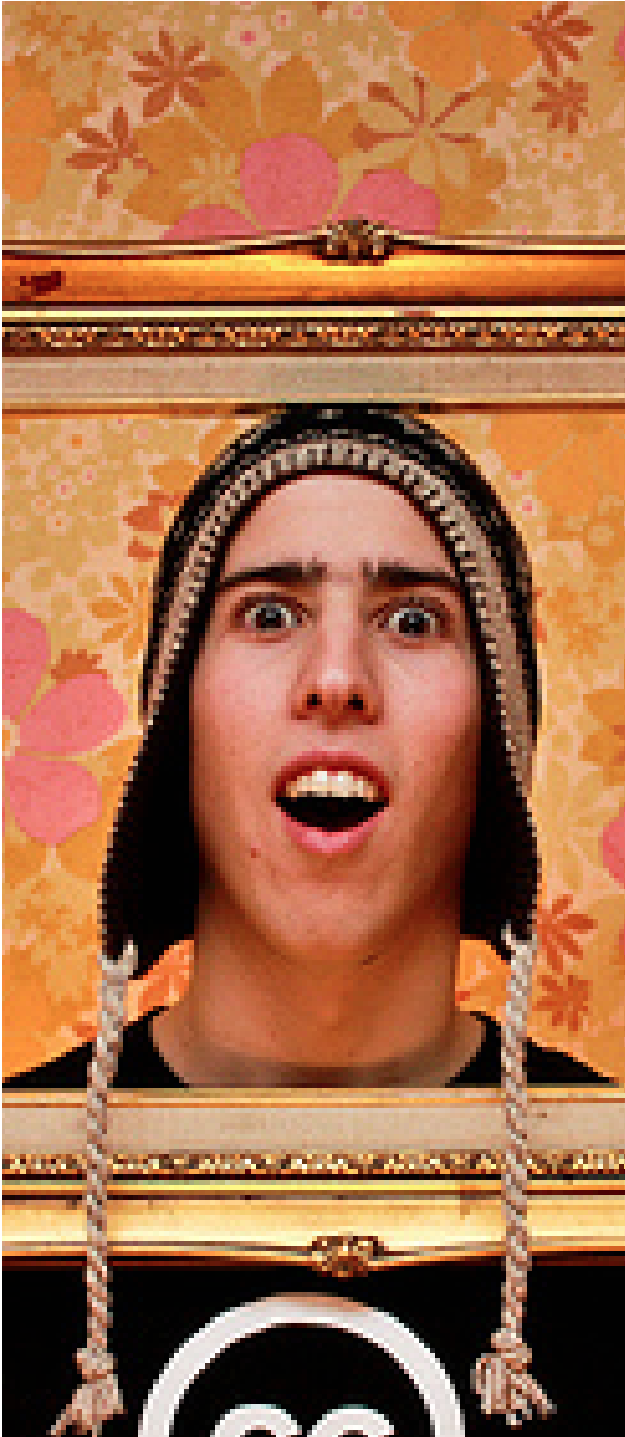


Frame the Project

Select a lighthouse. Tell us the history of the lighthouse, its first keeper, the kind of lens it has, where it is located, and whether it is on the mainland or an island. *Spelling and grammar count!*

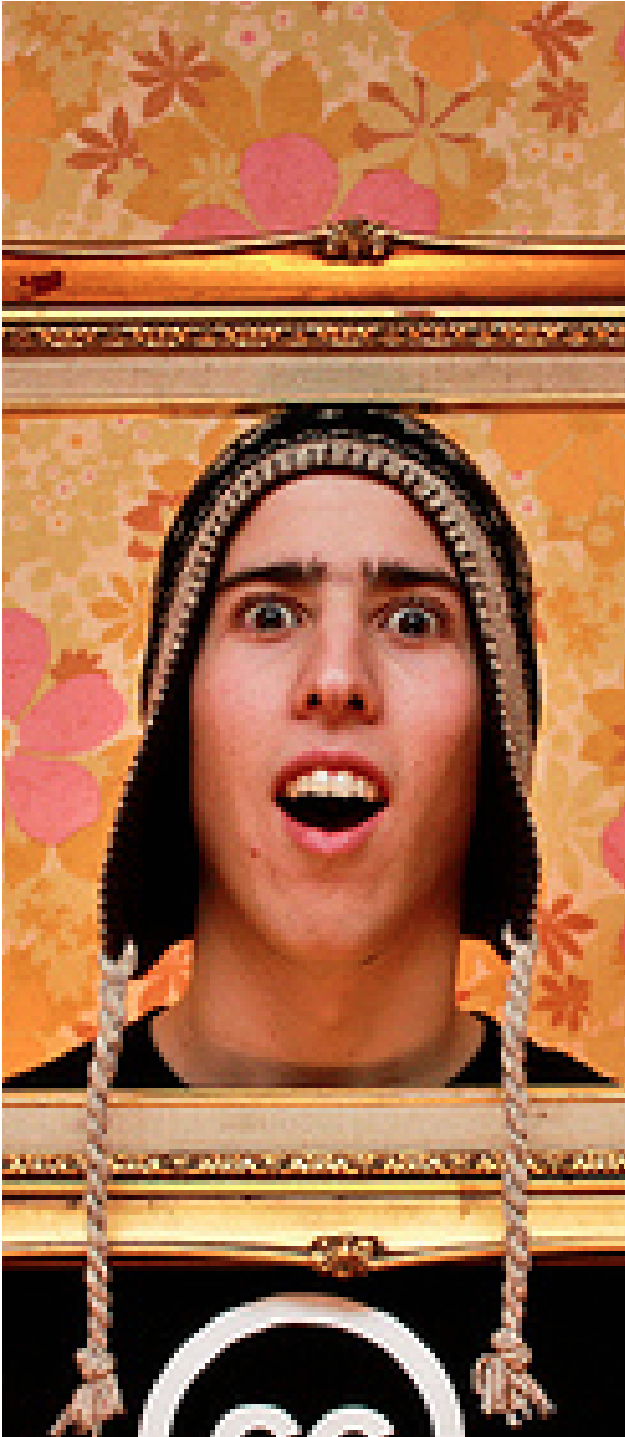
OR

The Governor of Michigan has proposed selling off ten lighthouses in order to reduce state costs. Identify an existing lighthouse that could be turned into a new kind of business to profit our state. Use PowerPoint to create a proposal you can share at her next open meeting. Think about your audience when planning!



Framing Strategies

- **Situate the topic in the student's home, work, school, or social life.**
 - How would this impact your family?
 - What if this were in your backyard?
 - How should the principal react to ____?
- **Tell a story. Ask students to do research to finish it.**
 - The three pigs want to build another house. The hardware store is out of straw, wood, and brick. What would be another good insulator? Why?
- **Flip history.**
 - How might the U.S. be different today if the war ended at Gettysburg instead?

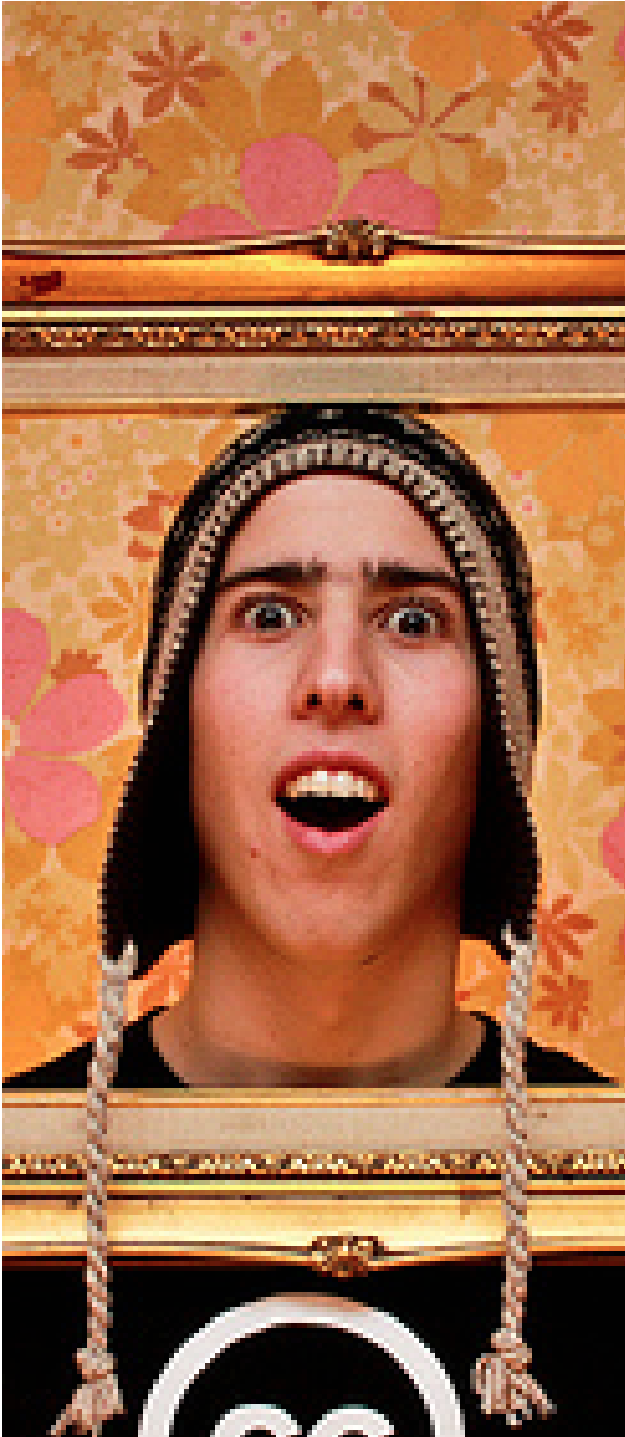


Your Turn: Turn and Talk

- **Situate the topic in the student's home, work, school, or social life.**
- **Tell a story. Ask students to do research to finish it.**
- **Flip history.**

How would you revamp?

- Describe an alternative energy.
- Research a pet you would like.
- Describe one of the ancient cities along the Nile.



Your Turn!

- Go to our home base:
<http://bit.ly/kesinquiry>
- Click on "Your Framing Strategies for Classic Research Topics"
- Add your ideas!
 - Rules of thumb to ponder as you come up with possible ideas:
 - "Will students be able to explore my topic with their own path of questions and findings?"
 - "Will all projects have the potential to have unique solutions?"

**Two options to complete your
day here (stop 15 minutes
before end of day to debrief):**

Lesson Plan Makeover

(approx. 40 min. + break = back at ____)

- I've pulled a common elementary lesson from the Web. Find the link at <http://bit.ly/kesinquiry>
- Suggestion: Work across grade level teams (e.g., your group should have folks from multiple grades in it).
- Read through the lesson plans. All are solid traditional research plans, but none are inquiry.
- Discuss as a group: how would I frontload these to encourage more inquiry?
- Take a look at the rubric. What is being assessed? What isn't? What should be in an inquiry lesson?
- See the directions for sharing your thoughts on the home base page.
- **Spend your time discussing, not rewriting. The goal here is to recognize opportunities for inquiry.**

Report Out To Large Group

- Choose a juicy tip or tidbit from your group's discussion. These could be (but are not restricted to):
 - what jumped out at you that immediately felt “inquiry” or “not inquiry”
 - how you identified priority areas to make over
 - what you learned

A few things I like to keep in mind re: rubrics:

- Rubrics vs. checklists
- Non-uniformity of “boxes” means better range of grades (Humphry and Heldsinger 2014)
- Avoid rubric items that count quantities
- Add up the points: how many are going to format? How many to process? How many to thinking? Are you comfortable with those proportions?

OPTION 2: WORK TIME ... YOUR OWN WORK + SEEKING FEEDBACK FROM OTHERS

- Select a topic you currently work on
- Explore possibilities for
 - Connect / Wonder / Investigate / Construct / Express / Reflect
- Seek guidance from colleagues or Kristin as you need it
- Remember that you can seek the help of librarians if you need a picture book or web site to kick off a lesson/unit (they get excited when you ask for their assistance. Go Ahead. Make Their Day.)



What did we learn?

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<http://www.flickr.com/photos/77316550@N00/4387345342>.

Sharing Out

Plans for Day 4 or 5

- How can we best serve you inquiry learning needs?
- Go to <http://bit.ly/kesinquiry> → VOTE
 - * for top choice
 - + for second choice
 - Comments/notes below
- Watch for an email from Nalani for updates!

Final Thoughts From You?