

Professional Development Activity/Plan

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School or Institution: Indianapolis Public Schools

Projected Date for Implementation: May 26, 2015

Title of Activity	Inquiring Minds Want to Know
Overview	This session is directed towards educators working in an inquiry-based program and searching for ways to implement primary sources into their course of study. This process will take on an inquiry based mindset itself where teachers select their own areas of focus and work together to build a set of resources that they then can take with them at the end of the session. Throughout, teachers will engage in classroom activities led by the PD instructor and become familiar with the TPS website through group activities.
Essential or Investigative Question	How can the process of student inquiry be practiced through the use of primary resources?
Audience	This activity is best suited for educators of the following grade levels <ul style="list-style-type: none"> • Grades PK-8 • Inquiry based programs
Time Required	120 Minutes
Goal	For participants to leave this session with a completed activity for inquiry-based learning for their classroom.
Objectives	Participants will be able to: <ul style="list-style-type: none"> • Define inquiry-based learning. • Build inquiry-based lesson plans using primary sources. • Practice instructional strategies to guide inquiry-based learning. • Use the TPS website to find resources and teaching materials.
Digital Resources	<ul style="list-style-type: none"> • http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Primary-Sources-and-Inquiry.pdf • Stripling, Barbara. "Inquiry: Inquiring Minds Want to Know." School Library Media Activities Monthly 25, no. 1(September 2008): 50-52. • Stripling, Barbara K. "Inquiry-Based Learning." In Curriculum Connections through the Library, edited by Barbara K. Stripling and Sandra Hughes-Hassell, 3-39. Westport, CT: Libraries Unlimited, 2003. • Playful Inquiry, Robin Stratton-Berkessel • Daily inspection of teeth and finger nails and Bibliographic Information • Jewel and Harold Walker, 6 and 5 years old, pick 20 to 25 pounds of cotton a day and Bibliographic Information • Stoking the furnace in the power-house. Pauls Valley Training School and Bibliographic Information • Interior of workshop of Sanitary Ice Cream Cone Co. and Bibliographic Information • Cleo Campbell, 9 years old and Bibliographic Information • A young chauffeur and Bibliographic Information



Classroom Materials	<p>Teachers will need:</p> <ul style="list-style-type: none"> • Computers/iPads/tablets with access to http://www.loc.gov/ • Access to a Word document •
Preparation	<ul style="list-style-type: none"> • Complete Survey Monkey survey • Read, Stripling, Barbara K. "Inquiry-Based Learning." In Curriculum Connections through the Library, edited by Barbara K. Stripling and Sandra Hughes-Hassell, 3-39. Westport, CT: Libraries Unlimited, 2003.
Procedure	<ol style="list-style-type: none"> 1. Warm up: Listing primary sources that our collective group has created and will leave behind. How many will be left after 10 yrs., 100 yrs., 200 yrs.? 2. Primary Source Analysis: Use Analysis Tool to observe the <i>Daily Inspection</i> source. Complete the chart together taking questions from participants. How might you work with this tool to create a more inquiry-based activity for students? 3. Discussion of the Stripling Model of Inquiry. Connect the Stripling Model to the primary source that was just observed. 4. Use Deconstruction Tool to model the inquiry process through observation of <i>Daily Inspection</i>. 5. Participants will practice the inquiry process on their own by selecting one of the primary images on display using the Deconstruction Tool. 6. Participants will find a partner with the same image as them to work with in sharing their new understandings from this image.
Assessment/ Reflection	<p>Closing circle: What new ideas do you have about using inquiry and primary sources in the classroom? What is your role during the inquiry process? What types of activities do you see yourself engaging in with your students?</p>

