

TPS Professional Development Activity

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Title of Activity	<i>Instructional Change Through Inquiry and Primary Source Content</i>
Overview	Teachers will be introduced to the Stripling Inquiry Method
Essential or Investigative Question	<i>How can inquiry be used to engage students in the classroom?</i>
Audience	This activity is appropriate for K-12 educators of English/ Language Arts and Social Studies/ Social Sciences
Time Required	1 hour
Goal	Teachers will understand the inquiry process and create inquiry activities with primary sources
Standards	21st Century Learner Standards <ol style="list-style-type: none">1. Inquire, think critically, and gain knowledge.<ol style="list-style-type: none">1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.1.1.9 Collaborate with others to broaden and deepen understanding.2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.<ol style="list-style-type: none">2.1.1 Continue an inquiry based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge
Objectives	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none">• Become familiar with the process of inquiry• Discuss instructional strategies to engage students with the inquiry process
Digital Resources	<ul style="list-style-type: none">• Google Classroom• QR Code Generator• http://www.classtools.net/brainybox/• http://www.canandaiguaschools.org/webpages/kschopinsky/resources.cfm?subpage=29200• LOC Photo: Girl Scouts. Troop #1. Mrs. Juliette Low, Founder, right; Elenore Puttske, center; Evaline Glance, 2nd from right. https://www.loc.gov/item/hec2008006223/



**Classroom
Materials**

- Stripling, Barbara K. "Inquiry: Inquiring Minds Want to Know." *School Library Media Activities Monthly* 25, no. 1 (September 2008): 50-52 *School Library Media Activities Monthly* 25, no. 1 (September 2008): 50-52
- Graphic of the Stripling Model of Inquiry
- Teacher's iPads
- QR Code

Preparation

The facilitator will create a brain box at classtools.net

The facilitator will need to create a Google Classroom for this training. The code can be given to participants at the start of the class.

Procedure

1. The facilitator starts by welcoming everyone to the class and asking them to log on to the Google Classroom set up for the training.
2. Once participants login, the teacher asks the participants to open the first assignment, the brain box. http://www.classtools.net/brainybox/60_aDJL7V
3. The facilitator takes the group through the brain box, making sure to show the video on slide 3 (sometimes doesn't show initially), discuss what the Stripling Model is and passing out the article for students to read after slide
4. Participants will use the brain box, the Stripling article and their Google Classroom to reflect on the following prompts:
 - Why should we focus on inquiry learning?
 - In your own words, what is inquiry-based learning?
5. The facilitator will then break the participants into 6 different groups, one for each element of the Stripling Model of Inquiry. Participants will visit <http://www.canandaiguaschools.org/webpages/kschopinsky/resources.cfm?subpage=29200> (through Google Classroom) to get ideas about what each element means and how it is integral to inquiry.
6. After 10 minutes (maximum) groups will be jig-sawed and will report to each other on the different elements of inquiry.
7. Using the following primary source document found on their Google Classroom, <https://www.loc.gov/item/hec2008006223/>, groups will create a lesson outline of an inquiry-based lesson. This will be shared with the group and uploaded to Google Classroom for future reference.
8. Participants will then answer the reflection question in their Google Classroom: How will you use inquiry to engage students in the classroom?

**Assessment/
Reflection**

Participants will be assessed based on their answers to Google Classroom prompts, reflection question and their lesson outlines.

