*Grade level Inquiry Title*

***Compelling Question***

*Representative Image HERE*

Citation

**Supporting Questions**

1. SQ #1?
2. SQ #2?
3. SQ #3?
4. SQ #4?

*Grade level Inquiry Title*

|  |  |
| --- | --- |
| **Compelling Question?** | |
| **Standards and Content** |  |
| **Staging the Compelling Question** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Supporting Question 1** |  | **Supporting Question 2** |  | **Supporting Question 3** |  | **Supporting Question 4** |
|  |  |  |  |  |  |  |
| **Formative Performance Task** |  | **Formative Performance Task** |  | **Formative Performance Task** |  | **Formative Performance Task** |
|  |  |  |  |  |  |  |
| **Featured Sources** |  | **Featured Sources** |  | **Featured Sources** |  | **Featured Sources** |
| **Source A:** |  | **Source A:** |  | **Source A:** |  | **Source A:** |

|  |  |
| --- | --- |
| **Summative Performance Task** | **ARGUMENT:** [*Insert Compelling Question*] Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views. |
| **EXTENSION**. |
| **Taking Informed Action** | **UNDERSTAND**  **ASSESS**  **ACT** |

*\*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

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| --- |
| Overview |

## Inquiry Description

This inquiry leads students through an investigation of …

This this inquiry highlights the following additional standards:

* **…**

It is important to note that this inquiry requires prerequisite knowledge of …

## Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

## Structure of the Inquiry

In addressing the compelling question …

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| --- |
| Staging the Compelling Question |

In staging the compelling question, …

|  |
| --- |
| Supporting Question 1 |

The first supporting question—…

The formative task is…

Teachers may implement this task with the following procedures…

The scaffolds and other materials may be used to support students as they work with sources…

The following sources were selected to …

* **Featured Source A** is …

|  |
| --- |
| Supporting Question 2 |

The first supporting question—…

The formative task is…

Teachers may implement this task with the following procedures…

The scaffolds and other materials may be used to support students as they work with sources…

The following sources were selected to …

* **Featured Source A** is …

|  |
| --- |
| Supporting Question 3 |

The first supporting question—…

The formative task is…

Teachers may implement this task with the following procedures…

The scaffolds and other materials may be used to support students as they work with sources…

The following sources were selected to …

* **Featured Source A** is …

|  |
| --- |
| Summative Performance Task |

At this point in the inquiry, students have examined …

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students …

Students’ arguments will likely vary, but could include any of the following:

* *…*

To support students in their writing…

To extend their arguments, …

Students have the opportunity to Take Informed Action by …