



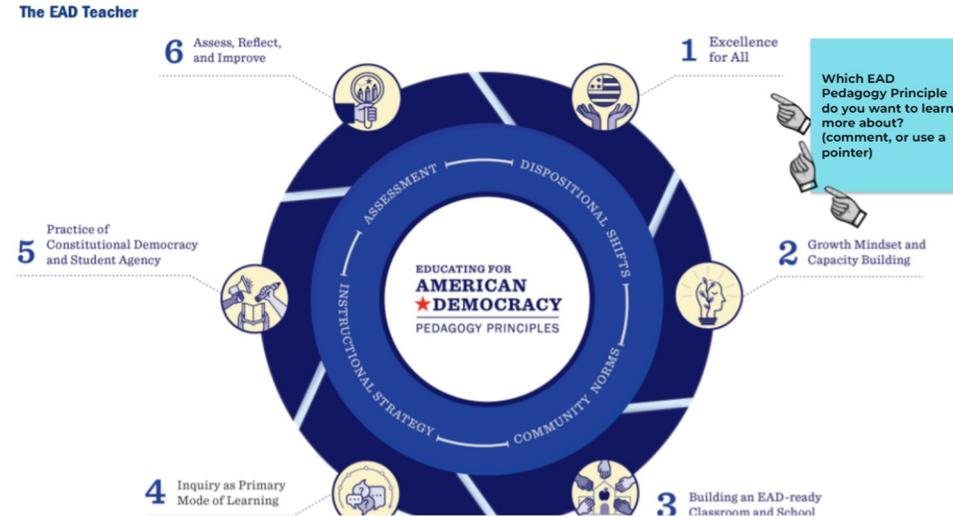
# Inquiry for Every Grade

MARCH 3, 2022 ILLINOIS QUALITY AFTERSCHOOL SPECIAL TOPIC WORKSHOP



# I want to hear from you!

- Please go to the same [Jamboard](https://shorturl.at/hrFX0) (shorturl.at/hrFX0).
- **Page 3:** Post your questions about inquires (in session 2: Inquiry for



**Page 4:** We will talk about being an “EAD teacher in this session. Indicate what you feel inspired to learn more about.

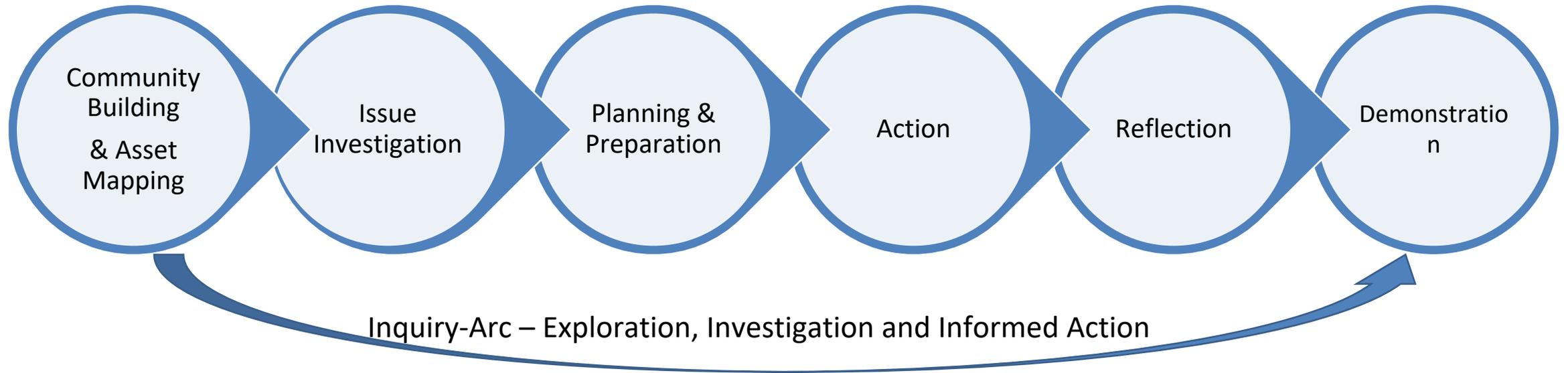
# Educating for American Democracy is a Blueprint for Using Inquiry for All Civic Learning

- What is an inquiry in EAD?
  - It is a *mode* of learning civic life-relevant content and practice **starting with a question**. It can involve variety of instruction methods, including direct teaching, student-led investigations and analysis. Questions might deal with a really concrete topic or really abstract ones. They do relate back to one or more big ideas of American constitutional democracy, like equality, rights and responsibilities.
- Why is it useful to use inquiry?
  - Inquiries build critical thinking and a habit of exploring issues in-depth, leading to a strong academic mindset as well as skills.
  - Inquiries is an ideal strategy to help students understand the complexity of civic life, community's identities and stories as well as their own.
- Can very young children engage in inquiries?
  - Yes! We worked closely with early childhood and elementary grades specialists to design K-2 grade ready inquiries.

# How: An Inquiry to Action Arc

1. Build an inclusive and supportive learning **community** so students know and trust one another
2. Identify a key **question** that the group wants to answer/address
3. Conduct a student-led **investigation**/exploration of topic(s) needed to answer the key question
4. Determine **what the group should do**, based on what they now know and diverse interests of members
5. **Implement** the plan (also called Informed Action)
6. **Reflect, assess and improve** (to do it again)!

# Inquiry is a Mode of Learning That Builds Student Competency and Agency

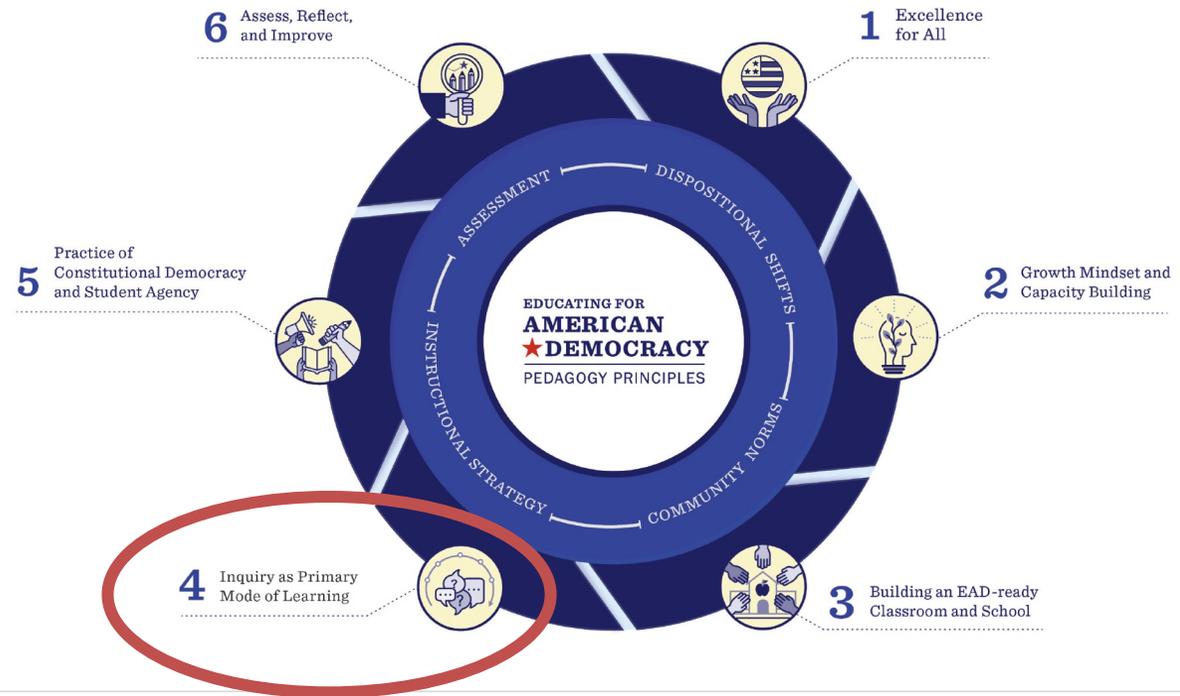


Resources: <https://www.nylc.org/page/resources>, IPARD Model (adapted)

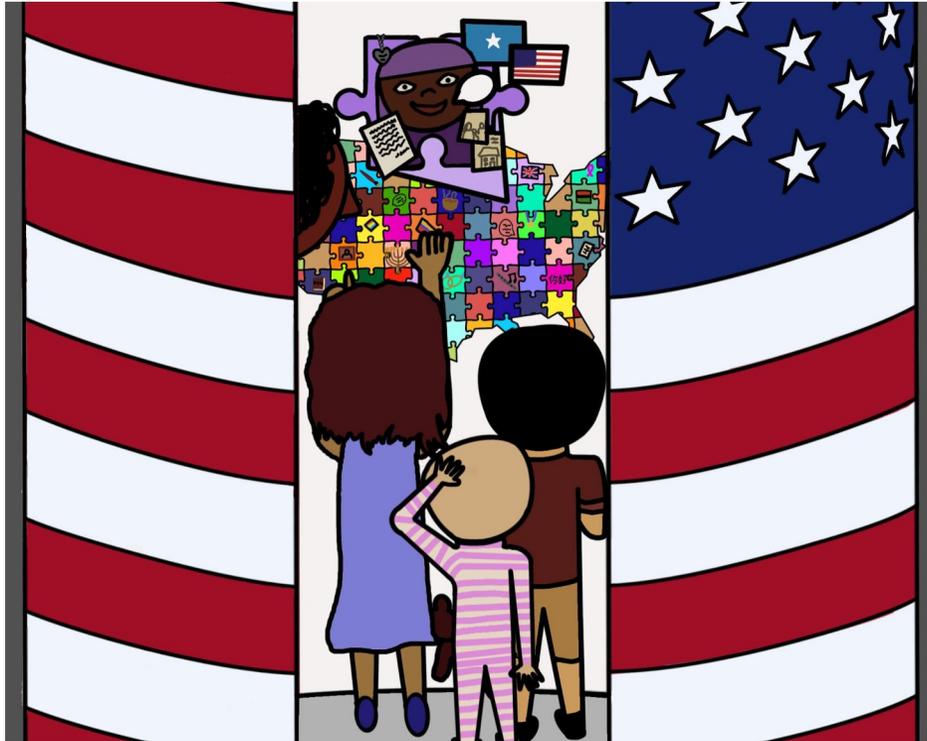
# Inquiry Begins with a Community and Community Assets

- Civic inquiries include student collaboration + decisions to explore civic life issues.
- It begins with a **firm belief in every student's capacity for deep inquiries and the wisdom and knowledge they bring to our collective learning.**
- Then, embrace everyone's growth and change, while creating opportunities for students to "know, see, and hear" each other building "civic friendship."
- This relationship is the lifeblood civic engagement!

## The EAD Teacher



# What does an inquiry look like at different grades?



- In EAD, civic learning is organized by themes, like “Civic participation,” “Our changing landscape,” and “We, the People.”
- Inquiries are *vertically spiraled*, meaning we revisit the same core questions, with increasing complexity and depth (e.g., Who are we? What should we do? What can I do? How do we govern ourselves?)
- EAD also presents “design challenges” which help educators address rich dilemmas educators encounter when teaching through civic engagement.

Artwork by Adi Acosta (Gr. 8), depicting the EAD Design  
Challenge 2: *America’s Plural Yet Shared Story*.

# Example Inquiry: “Our Changing Landscape” Grade K-2

*Inquiry: What is our community and how has it changed?*

*Nuts and Bolts: Obtain maps that show different times or different purposes and help students learn to analyze and contrast each.*

**Civic Engagement (optional): “Our Community map” by students:** Using their existing and new knowledge, ask students what they want to map and why, and help them create a map of their community.

**Sample Inquiry: A Bird's Eye View: Wondering with Maps.**

**Objectives:** use visual representation of places and relationship between past and present in their community (source: KidCitizen at University of South FL)

**Why?:** This inquiry lets young students engage deeply with spatial thinking and gain a new way to understand and engage with their community.

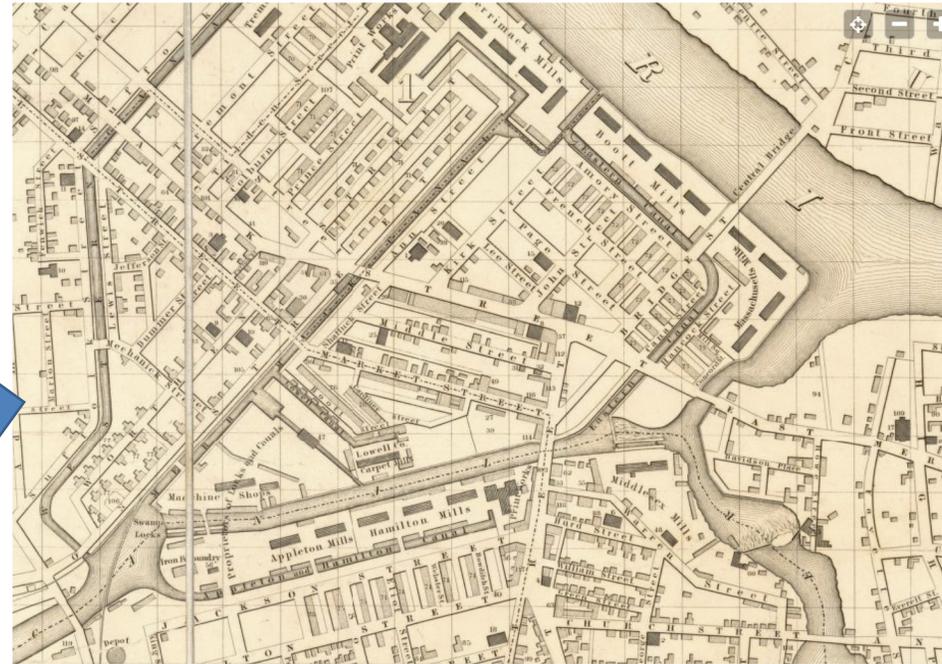
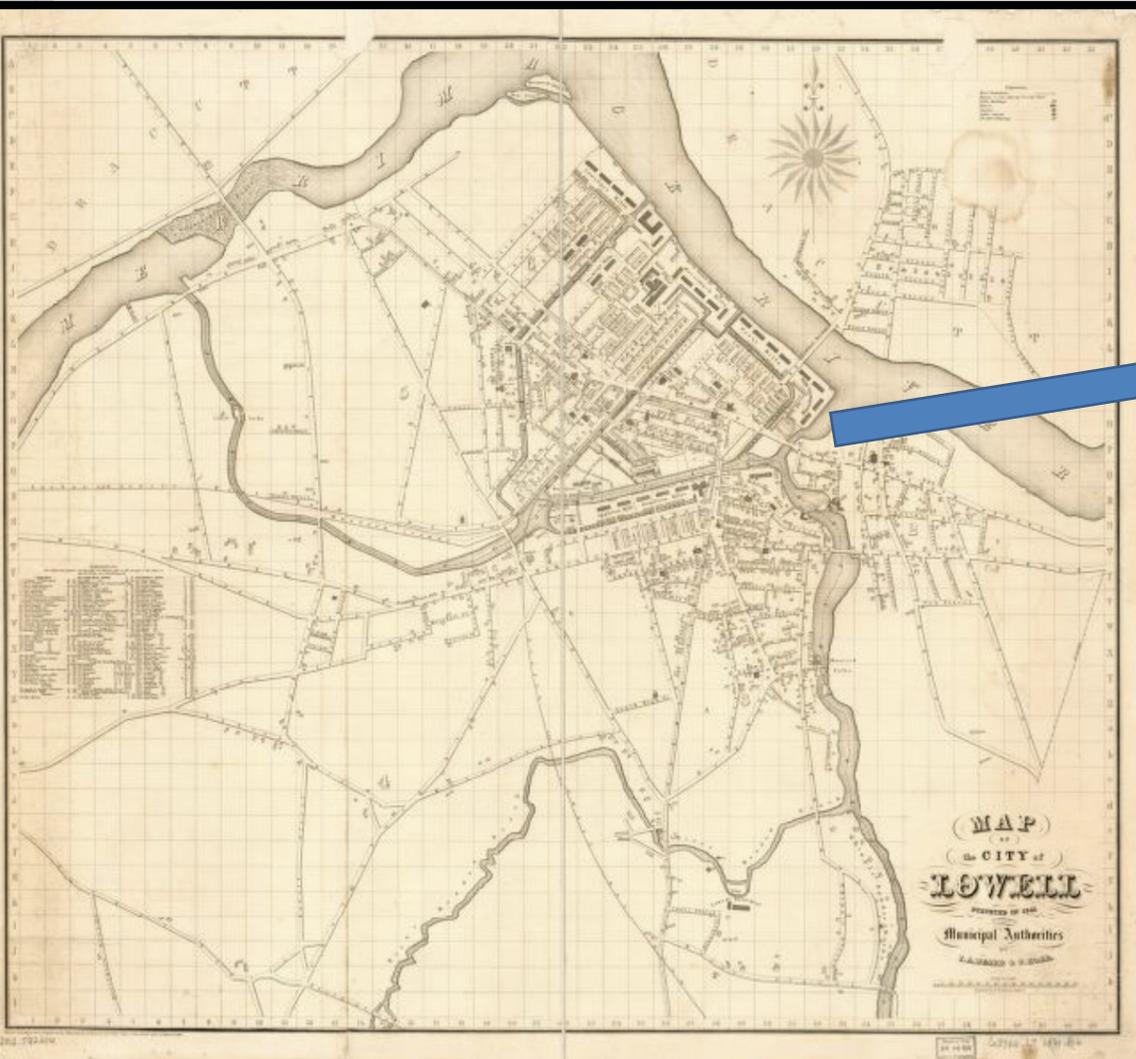
**Connections:** Critical thinking: Ask, Who was it for? For what purposes was it made? By whom was it made?

**Competencies:** Technology, special thinking, collaboration and communication

**Moves:**

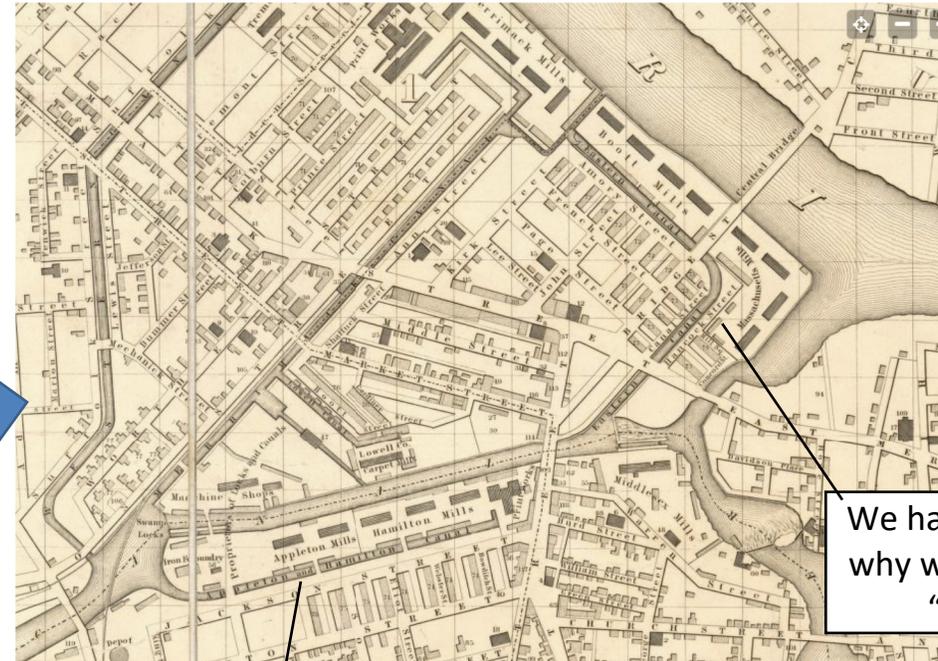
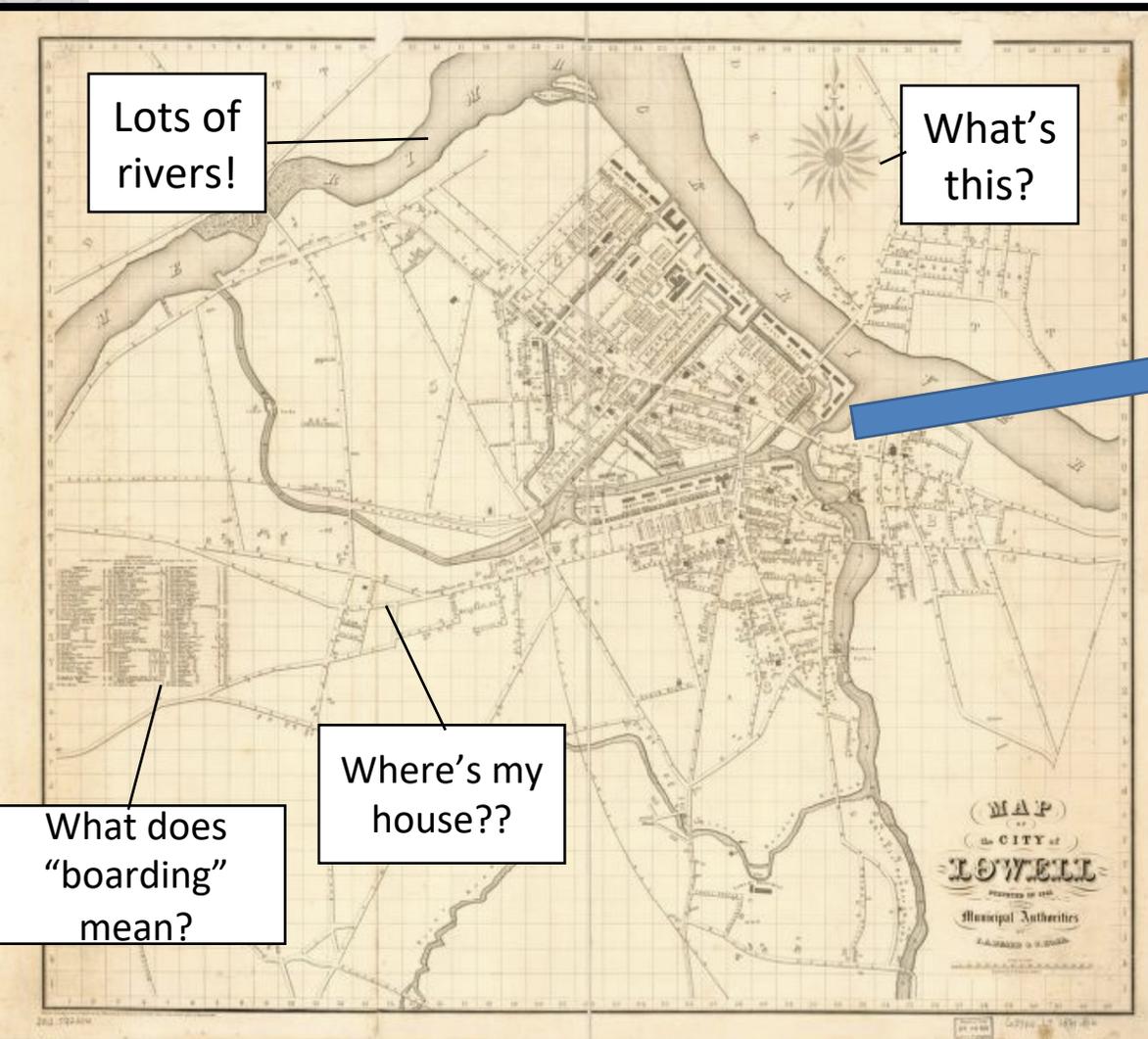
- 1) Take students to locations which are mapped and help them compare a map's depiction with their perception.
- 2) Ask students how a map made by young people may be different from ones that were made by grownups.
- 3) Take students to a local library and help them understand how librarians support the community.

# Map of Lowell MA, circa 1842 (Library of Congress)

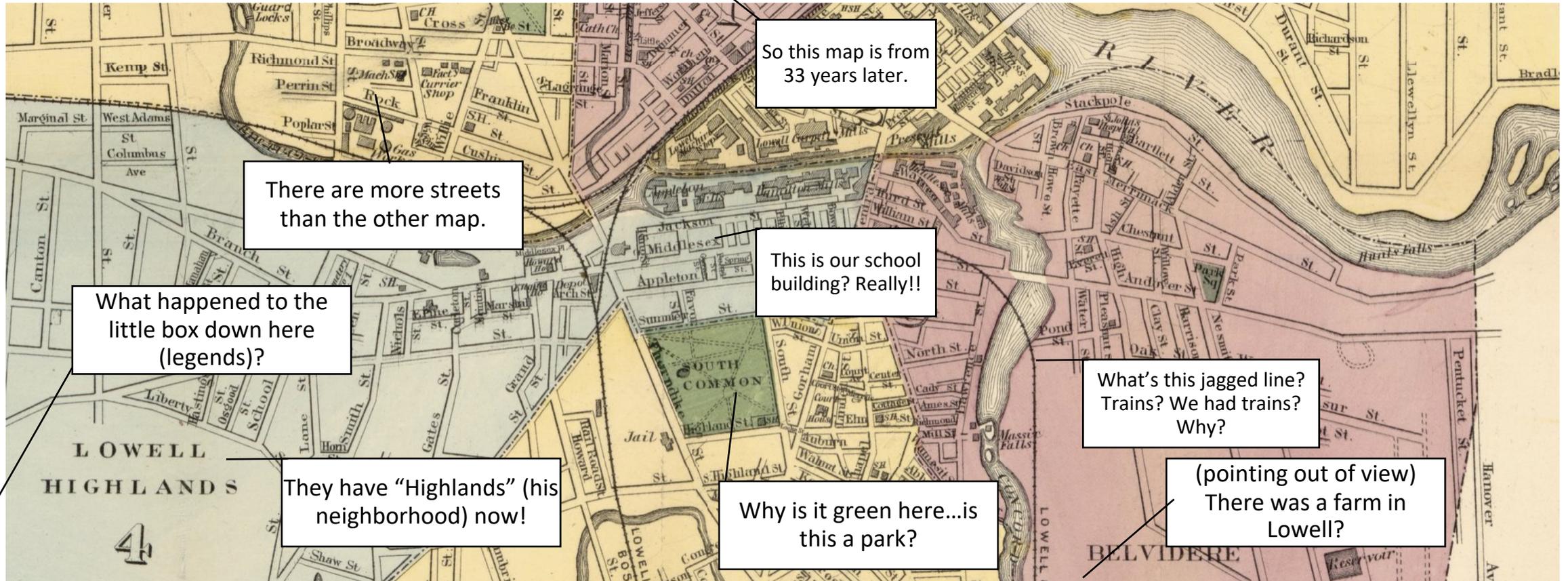


- "Entered according to Act of Congress in the year 1842 by I.A. Beard in the Clerk's Office of the District Court of Massachusetts."

# Map of Lowell MA, circa 1842 (Library of Congress)



# Map of Lowell MA, 1875 (Library of Congress)



# Example Inquiry: “Our Changing Landscape” Grade 3-5

*Inquiry: How does environment affect my life and community in the past and today? (and what can we do to make our environment healthier?)*

*Nuts and Bolts: Analyze scenarios involving a river system over time. Student problem-solve with scenarios first and then discuss water pollution issues in their community and explore solutions.*

**Civic Engagement (optional):** Students build on the scenario and real-life water pollution issues in their local community, deliberate on plans and execute the plan. They reflect on their impact and do a show-case for the community.

**Sample Inquiry: The River: Problems, Policies, and Solutions - Past & Present** (Constitutional Rights Foundation)

**Goal:** Describe environmental problems associated with various time periods and evaluate options for solving a real-world environmental challenge

**Why?:** This inquiry lets young students engage deeply with spatial thinking and gain a new way to understand and engage with their community.

**Connections: Critical thinking:** What are some pros and cons of different methods for decision-making? What should we do in our community?

**Competencies:** Technology, historical thinking, , collaboration and communication

**Moves:**

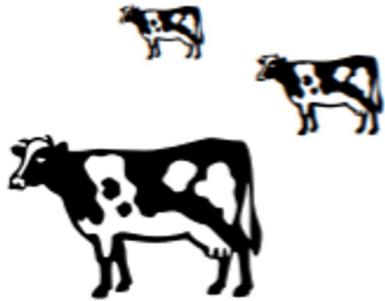
- 1) Take students to see a site where the community environmental problem is happening.
- 2) Ask a local environmental group to visit the program and talk about what their organization does and why.

# Excerpt from a Scenario

## Step 1

Read and think about the following choices proposed by is your job to pick the best one by discussing the question: discuss and write down your answers for each question.

### CHOICES



**A**

The ranchers are most concerned about having enough water for their livestock. They want farmers to grow crops that don't use much water.



**B**

Some of the townspeople believe that the drought has proven that the area cannot support farmers and ranchers and a town. Even when

- Students work as a group on fictional challenges involving different interests among different groups over time. In each scenario, there will be disagreements and students have to decide.
- Then students are introduced to pollution challenges in their own communities.
- Finally, they explore different types of informed action people take and make their choice.

© Constitutional Rights Foundation. <https://www.crf-usa.org/images/t2t/pdf/TheRiverupdated2019.pdf>

# Example Inquiry: “Our Changing Landscape” Grade 6-8

**Inquiry:** What gives societies their identities?

**Sample inquiry:** Bending Lines: Maps and Data from Distortion to Deception (Leventhal Map Center @Boston Public Library)

**Goals:** analyze how maps, truth, and belief play a role in representation of reality involving simplification, symbolization, and selective attention.

*Nuts and Bolts: Learn how data and information are visualized for different purpose and gain deep understanding of the community and how purpose and intent matter.*

**Why?:** This inquiry lets young students engage deeply with spatial thinking and various methods of expressing idea and information for specific purposes and gain a new way to understand and engage with their community.

**Civic Engagement (optional):** "Mapping Civic Engagement." Working with precinct and voter participation data and mapping of other information students identify and solve for inequality in civic participation by, for instance, supporting a voter registration drive. Alternatively, youth can map volunteering opportunities for youth.

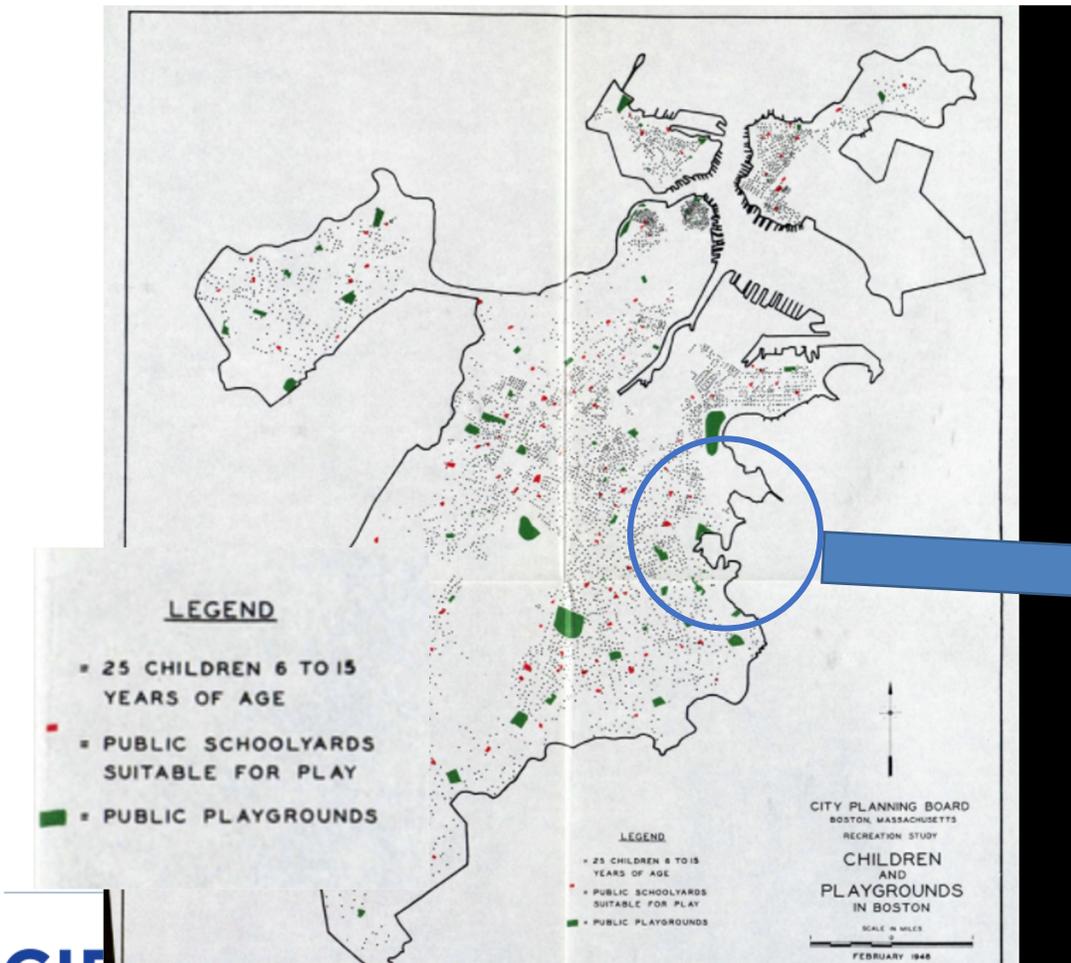
**Connections:** Critical thinking: Understand ways in which mapmakers' selection of information affects public perception and why that is important.

**Competencies:** Technology, media literacy, data visualization, collaboration, creativity

**Moves:**

- 1) Teach students how to use GIS and other mapping tools;
- 2) Let students explore the key information they would want to map, and why;
- 3) Be creative and let students make their own map.

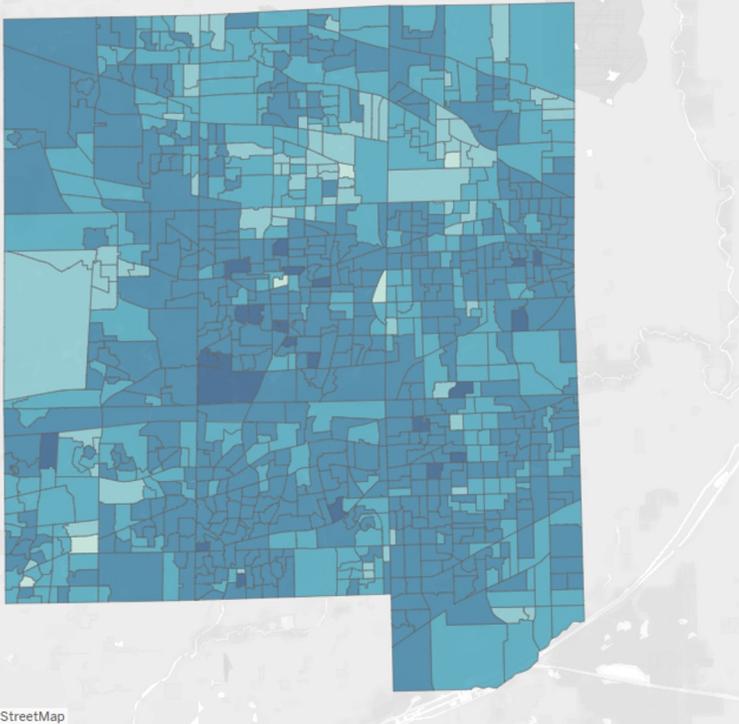
# Two Maps, Same Data, Different Presentations



# Application – What do you notice?

Votes Cast By  
Precinct and Type

2020 General



Interactive  
Filters

- Election ⌵
- 2018 General
  - 2018 General Primary
  - 2019 Consolidated General
  - 2020 General
  - 2020 General Primary
  - 2021 Consolidated General

Township  
(All) ⌵

Precinct Search

Ballots Cast

491,067

Registered  
Voters

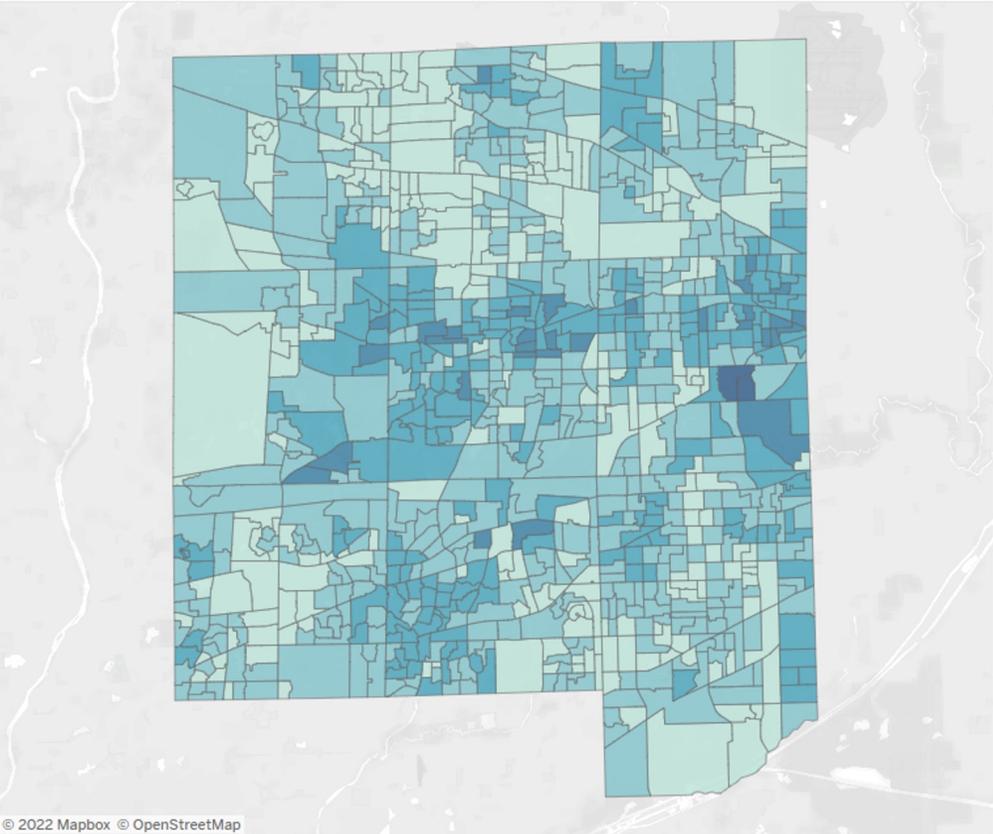
641,503

Turnout %  
49.81% 94.37%

© 2022 Mapbox © OpenStreetMap

Votes Cast By  
Precinct and Type

2021 Consolidated General



Interactive  
Filters

- Election
- 2018 General
  - 2018 General Primary
  - 2019 Consolidated General
  - 2020 General
  - 2020 General Primary
  - 2021 Consolidated General

Township  
(All) ⌵

Precinct Search

Ballots Cast

104,259

Registered  
Voters

629,137

Turnout %  
1.48% 51.24%

© 2022 Mapbox © OpenStreetMap



Map by DuPage Cty Election Office  
via Tableau Public

# Example Inquiry: “Civic Participation – Grade 9-12

Inquiry: How can I engage as a member of my community?

*Nuts and Bolts: Students reflect through stories and question framework what they care about and how they want to contribute to civic life.*

**Civic Engagement:** Project Soapbox (Mikva Challenge), join an organization, start a club at school.

**Sample Inquiry:** Reflection and Action for Civic Participation (Facing History and Ourselves)

**Goal:** Consider important of young people in making democracy work though narrative of individuals who participated positively in the world around them.

**Why?:** This inquiry allows students to consider how their identities, knowledge of the world around them and their interest contribute to their civic identity, and helps them deepen or develop their passion for an issue. .

**Connections:** Critical thinking, positive identity, sparks

**Competencies:** reading and writing, and communication

**Moves:**

- 1) build a habit of reflection after each civic engagement activity;
- 2) encourage students to bring in stories from their own lives – parents, peers, etc.;
- 3) Participate in Project Soapbox!

# Are You A Change Maker?

Do You Want to Develop, Equitable, Effective, and Self-protective Civic-Political Agency?

## TEN QUESTIONS FOR PARTICIPATORY POLITICS

1. Why does it matter to me?
2. How much should I share?
3. How do I make it about more than myself?
4. Where do we start?
5. How can we make it easy and engaging for others to join in?
6. How do we get wisdom from crowds?
7. How do we handle the downside of crowds?
8. Are we pursuing voice or influence or both?
9. How do we get from voice to change?
10. How can we find allies?

Civic engagement is a lifelong pursuit, and it is important that young people have a chance to explore various options for civic engagement.

Coming back to a question of “*How can I help and why?*” can help strengthen civic voice!

# Sharng and Q&A

VISIT [SHORTURL.AT/HRFX0](https://shorturl.at/hrfx0) TO ADD QUESTIONS ADD KUDOS TO OTHER PEOPLE'S IDEAS!

# I want to hear from you!

- Please go to the same [Jamboard](https://shorturl.at/hrFX0) (shorturl.at/hrFX0).
- **Page 3:** Post your questions about inquires (in session 2: Inquiry for every grade).



## The EAD Teacher



**Page 4:** We will talk about being an “EAD teacher in this session. Indicate what you feel inspired to learn more about.