

Inquiry Lesson One-Pager

<p>Activate Knowledge (if needed) 8–15 min</p>	<p>Activate Skills & Knowledge</p>
	<p>Review notes</p> <ul style="list-style-type: none"> Review notes from the grappling with evidence: four-corner annotations, significance statements and preliminary thesis. Call on students to read and mark up the Inquiry prompt. <p>Recall the unpacking of the prompt:</p> <ul style="list-style-type: none"> Turn and talk, share out: <ul style="list-style-type: none"> “In your own words, what is this question asking you to do?” “What’s the historical thinking skill embedded in the question?”
<p>Guide Discourse 10–12 min</p>	<p>Evaluate Arguments</p>
	<p>Repeat the discourse cycle</p> <ul style="list-style-type: none"> Start with the prompt and initial student hypothesis: <ul style="list-style-type: none"> “Based on the evidence, why did Lincoln issue the Emancipation Proclamation in 1863?” Everybody Writes (if not already done) Peer-to-peer Discourse (Turn and talk or small group discussion) Large-group discourse <p>Facilitate the large-group discourse</p> <ul style="list-style-type: none"> Strategically call on students <ul style="list-style-type: none"> Start with students who have more limited arguments Maximize student talk: <ul style="list-style-type: none"> Volleyball, not ping pong: call on 2-3 students before responding Use universal prompts: <ul style="list-style-type: none"> “Build.” “Elaborate.” “Agree or disagree?” “How can you prove/corroborate this?” “Where do you find evidence for this?” “Other evidence?” “Are there other interpretations?” Chart key arguments and evidence from students <ul style="list-style-type: none"> Ensure students take parallel notes <p>Deepen the discourse</p> <ul style="list-style-type: none"> Drop Knowledge: <ul style="list-style-type: none"> “We seem to have a lack of knowledge of this historical figure. She is _____. How does that deepen your analysis?” Sophisticate: <ul style="list-style-type: none"> “Use [key information/terms/events] to enhance your response.” “Why then and there?” Problematize: <ul style="list-style-type: none"> “How can you critique this interpretation?” “No one has cited this opposing source in their argument. How do you reconcile this voice with your argument?” “Hmm. You cannot explain a change with a continuity. So what is the change? Go back to your sources.” “If I interpreted your argument broadly, you seem to be saying that we would have been better off with no action at all. Is that true? If not, how would you revise your argument?” Test the Limitations (evaluate quality) <ul style="list-style-type: none"> Consider the source: “So in what ways might this source, or these sources, be limited?”
<p>Revise & Stamp 3 min</p>	<p>Lock in the Learning</p>
	<p>Revise your claim</p> <ul style="list-style-type: none"> “With these new understandings, go back and revise your claim and solidify/revise the evidence you will use.” <p>Stamp the takeaways—argumentation and metacognition</p> <ul style="list-style-type: none"> Turn and talk on arguments: “What new understanding have we established about ____?” “How did your thinking about ____ change in this lesson?” Go meta: “What skills did you use today to enhance your analysis and argument? What do you want to remember to do next time?”