

Design Your Own Inquiry

Part One of End of Unit Project

Billie Johnson

What is a topic that you want to learn more about in Ancient East Asia that we did not cover during the school year?

Overview of Lesson

Using your understanding from the inquiry process that we engaged with this year, think back and find an area in history that you wish we had covered more or that we weren't able to cover at all. Think Ancient Japan, Ancient China, or Ancient Korea. You then build your own inquiry around this topic! You get to ask questions, research your question, and eventually design a museum exhibit that demonstrates your learning. This project is all about you. What interests you: Societal organization; Warring States; Architecture; Religion; Politics; Women in History; Childbirth; Marriage; or just about anything that you are curious about? You will create your own compelling question and at least two (2) supporting questions to provide evidence to your argumentative claim which is, of course, the answer to your compelling question. Then, you will do your research to find evidence to support your claim. Finally, you will curate your very own museum exhibit and have a gallery art walk in class. Ready! Set! Go!

Materials

Chromebook

Paper

Pencil

Poster Board

CCSS Standards:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

4-5 Days: 54 Minutes Per Class Period

Design Your Own Inquiry Questions

Day 1. Accessing Background Knowledge and Warm-up

The teacher will look back on what we learned from the lessons: How does historical memory impact how we understand history? and Collective Memory and how it shapes who people become over time. The teacher will begin a class discussion about the importance of historical memory within the context of Ancient East Asia. The teacher will ask students what they recall about Ancient East Asia; what were some hot topics. The teacher will provide time for students to Think-Pair-Share with their table partners and after two minutes ask some students to share with the whole class. The teacher will keep the discussion going for students to share questions they might have and would like answered before moving on. Teacher will advise students that we are going to work on designing our own inquiry. Teacher will then advise students that we are going to watch Mulan and have students jot down evidence of what might be of interest for students to explore that was NOT covered during the school year. Teacher will ask students to take out a sheet of paper and pencil for note taking. Teacher will begin the movie. Nearing the end of the class period, students will pass papers to one student per table and the teacher will collect to pass out the following day.

Day 2. Teacher will welcome students and pass back notes. Teacher will ask students to recall what the purpose of watching the movie is and share one or two notes they jotted down and if any students have yet decided which topic they will explore for their very own inquiry. The teacher will show the remainder of the movie. Teacher will ask students to hold onto their notes for the duration of the project to reference. Teacher will ask students to share notes with table parents. Teacher will check for understanding.

Day 3. Teacher will recall from the day before and check for understanding with students. Teacher will provide students with a Race to the Top Nearpod activity where students answer questions and the student who answers the most questions correctly reaches the top of the mountain wins. This game takes 2-3 minutes. Teacher will ask students to keep Chromebooks closed and present mini-lesson on Introduction to Inquires. Students will participate in Design Your Own Inquiry activity.

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Source: Summit Learning

Designing Your Own Inquiry:

Step 1:

Rules for Producing Questions:

Ask as many questions as you can. Do not stop to discuss, judge, or answer any Questions. Write down every question exactly as it is stated. Change any statement into a question.

Question Focus:

Your inquiry will be focused on something we covered this year that you want to know more about! This can be based on any of the projects of Focus Areas that we have completed throughout the year. It might be a question you had in an earlier project that we never got around to answering. It might be a topic you really enjoyed studying and want to learn more about. It might be a topic you didn't really enjoy studying and want to try and find a part of it that you do enjoy.

Questions:

(Add as many rows to the bottom of this chart for questions as you can!)

When you are all out of questions move on below

Step 2:

Prioritize Questions:

You will now go back to your original list of questions and select 4 questions that...

Are most interesting to you

You consider most important

Were not covered in previous projects

Are engaging and intriguing enough to do research on

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Are broad enough to come up with 2-3 supporting questions

When you have completed your list of priority questions and why you picked them, you will select just one to be your Compelling Question. If you need help deciding, discuss your priority questions with your peers or teacher and get feedback to help make your selection.

Once you have decided which is your Compelling Question, highlight it on the chart below.

Priority Questions:

1.

Reason you picked it:

2.

Reason you picked it:

3.

Reason you picked it:

4.

Reason you picked it:

Day 4. The teacher will welcome students. Teacher will discuss looking back and looking ahead. Teacher ask students if they have any questions or anything they want to share with the class. Students will continue and finish Designing Your Own Inquiry activity.

Day 5. Lecture by Professor Jennifer Jung-Kim. The teacher will remind students that questions start with who, what, where, when, and how. Teacher will also remind students about the Structure of a dialogue and asking relevant questions. Lecture will culminate with students asking questions and thanking Professor Jung-Kim for the visit and wealth of information.

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Assessment

Design a historical inquiry around a topic in Ancient Civilizations that is interesting to you! Start by brainstorming areas that either have not been covered as deeply as you would like, or were not covered in the scope of this year. Then create compelling and supporting questions to explore through the inquiry process.

Resources

- YouTube Videos: [Ancient China](#); [Ancient Japan](#); [Ancient Korea](#); Teacher will disseminate these resource videos via Hapara for their own reference.
- Hopefully a classroom visit from Professor Jung-Kim
- [Geography Shapes Culture and History in the Far East](#); Teacher will disseminate these resource videos via Hapara for their own reference.
- Mulan, because who doesn't love this movie?
- Introduction to Inquires - Slideshow
- Design Your Own Inquiry - Activity
- Designing Supporting Questions for Your Inquiry - Activity
- Nearpod Race - Check for understanding
- Summit - Is History the Same to Everyone?