ARGUMENT DRIVEN INQUIRY: HUMANITIES

You Need: Laptop, Notebook, Pen/Pencil

http://bit.ly/2m0ZaYu
Argument-Driven Inquiry education programs focus on student-centered learning that is authentic to the discipline. Students must develop and use disciplinary core ideas and practices to answer a specific guiding question or to develop a solution to a problem.
<table>
<thead>
<tr>
<th>History Lab Instruction Should Involve <strong>Less:</strong></th>
<th>History Lab Instruction Should Involve <strong>More:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students following procedures without knowing why they are doing what they are doing</td>
<td>Students planning and carrying out investigations in order to collect the evidence needed to answer a question or prompt</td>
</tr>
<tr>
<td>Students learning concepts/terms before a history lab without a need to learn them</td>
<td>Students learning concepts/terms as needed to describe what they are learning</td>
</tr>
<tr>
<td>Students learning about core ideas without context</td>
<td>Students using core ideas to figure things out and develop explanations</td>
</tr>
<tr>
<td>Students answering ‘what is’ or ‘does it’ questions without needing to justify “how they know”</td>
<td>Students attempting to answer ‘why’ or ‘how’ questions and supporting their answers with evidence</td>
</tr>
<tr>
<td>Students writing short answers to questions on worksheets</td>
<td>Students writing, creating posters, and making presentations in order to share their thinking</td>
</tr>
<tr>
<td>Teachers doing everything that ExplOits they can to ensure that the students get the right or the same answer</td>
<td>Teachers doing everything that they can to ensure the students understand the evidence and potential arguments</td>
</tr>
<tr>
<td>Teachers deciding what is right or wrong and what to do next</td>
<td>Teachers encouraging students to critique ideas based shared norms</td>
</tr>
<tr>
<td>Teachers telling students “what they should have learned”</td>
<td>Teachers helping students reflect on what they know and what they still need to know or do</td>
</tr>
<tr>
<td>Teachers simplifying history lab activities for students who are perceived to be less capable</td>
<td>Teachers providing scaffolds so all students engage in sophisticated history investigations</td>
</tr>
</tbody>
</table>
Gradual Release of Responsibility Model (ASCD)
ADI Example:
Russia Mini-Q (I Do)
Guiding Question:
Who had a greater impact on the modernization of Russia in the time period 1450 - 1750, Catherine or Peter?

Essential Knowledge:
SWU rulers used a variety of methods to legitimize and consolidate their power. (4.3.I)

Learning Objective (Formative Assessment)
I can write a mini-DBQ independently, with 75% accuracy or higher.
Statement:
Peter the Great had a greater impact on the modernization of Russia in the time period 1450 - 1750?
Cite - Ex. Choniates (1)

Document 1
Byzantine nobleman, court official, and historian Nicholas Choniates (1160 – 1216) writes of the Fourth Crusade and its consequences.

“The enemy, who had expected otherwise, found no one openly venturing into battle or taking up arms to resist; they saw that the way was open before them and everything there for the taking. But their disposition was not at all affected by what they saw, nor did their lips break into the slightest smile... Instead they plundered with impunity and stripped their victims shamelessly, beginning with their carts. O, the shameful dashing to earth of the venerable icons and the flinging of relics of the saints, who has suffered for Christ’s sake, into defiled places!”

Summarization w/ specific evidence 
NOT in text

Proves/Reasoning - Connect to prompt/thesis
“... proves ... because...”

Requires teacher signature before moving on...
Stage 3: Explain

Develop an initial argument

Guiding Question: Who had a greater impact on the modernization of Russia in the time period 1450 - 1750?

Our Claim:

Our Evidence:

Analysis

- Consider the question, how might you group the docs?
  - By theme?
  - PQV?
  - Audience?
  - Purpose?
  - ?

<table>
<thead>
<tr>
<th>Topic A</th>
<th>Topic B</th>
<th>Topic C/X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doc #</td>
<td>Doc #</td>
<td>Doc #</td>
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<tr>
<td>Doc #</td>
<td>Doc #</td>
<td>Doc #</td>
</tr>
</tbody>
</table>

- Additional evidence to support this claim includes...

Interpretation

- This grouping suggests...
- This grouping shows...

Our Justification of Evidence:

- These are the key concepts/proper nouns/key words or phrases that are important for understanding our evidence...
- Our grouping is based on the following assumptions...
- Why does this evidence matter? Explain how or why...

What does the analysis mean?

Explain why the evidence matters
What it looks like in science...

**The Guiding Question:**

**Our Claim:** Your answer to the guiding question.

**Our Evidence:**

- **ANALYSIS**
  - Make a graph or figure to show a relationship, a change over time, or a difference between groups.

- **INTERPRETATION**
  - This graph suggests...
  - This graph shows...

**Our Justification of the Evidence:**

- These are the science concepts that are important for understanding our evidence...
- Our evidence is based on the following assumptions...
Stage 4: Elaborate

Argumentation Session - Present initial argument, discuss, & critique
### Peer Review Feedback

<table>
<thead>
<tr>
<th>IF YOU THINK THE AUTHOR...</th>
<th>WEAK FEEDBACK</th>
<th>STRONG FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>... wrote something that was inaccurate.</td>
<td>[X] That isn't right.</td>
<td>[✓] We disagree with [X]. We think you should change it to [Y].</td>
</tr>
<tr>
<td>... needs to make a change to a table, graph or figure.</td>
<td>[X] Fix this.</td>
<td>[✓] We think you need to reorganize your [X]. Here is how we would change it:</td>
</tr>
<tr>
<td>... forgot to include something important.</td>
<td>[X] Write more.</td>
<td>[✓] We think you forgot to include some important information that you really need to have, we suggest adding:</td>
</tr>
<tr>
<td>... included an important piece of information, but did not provide enough details about it.</td>
<td>[X] Add more detail.</td>
<td>[✓] We think you need to be more specific about [X]. We suggest making the following changes:</td>
</tr>
<tr>
<td>... wrote something that was difficult to follow or confusing.</td>
<td>[X] Unclear.</td>
<td>[✓] We did not understand what you meant by [X]. You can make your writing more clear by [Y].</td>
</tr>
</tbody>
</table>
Stage 5: Elaborate

Teacher-led Explicit & Reflective Discussion
Stage 6: Evaluate

Independent Timed-Writing - The Rough Rough Draft (Template)
Stage 7: Peer Feedback

Double-Blind Peer Review

Peergrade.io
Class Code: C4H6DQ
Give 3, Get 3
***Sign Up w/ School Account***
Stage 8: Revise

Review Peer Feedback - Revise in Red & Use Suggested Edits - Submit Final Draft
Time to Construct: Argument-Driven Inquiry (We Do)

Click here for a slide deck template
Thanks!

Any Aha’s or Questions?

Be sure to fill out the session feedback in Sched!