# Inquiry Based Learning Activity (4 Days)

### **Standards**

HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.

HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions

### **Objective**

Students present their knowledge and conclusions from research questions that lead to answers using primary documents that have been analyzed in order to determine the social normalizing of segregation and the removal of Black leadership from the horse industry.

### **Goal**

Students will learn the definition of compelling and supporting questions, while determining how to create each one for use in research for “powerful learning outcomes”, according to C3 Teachers.

### **Skill**

Questioning

### **Vocabulary**

**Compelling question -** Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response.

**Supporting question -** Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

## **Activity Steps**

1. Students will review the RACE FOR EQUALITY vocabulary and then construct 2 compelling questions about racism in the horse industry. REMEMBER - these questions will not have simple answers! The answers can only be found through research and debate so create the questions with that in mind.
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   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Students will discuss their compelling questions they create with their ‘shoulder partner’, and then select the best of the two.
3. Students will then create 3 supporting questions for the chosen compelling question. REMEMBER - these questions should help the student find answers to the compelling question, after debate and discussion.
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4. Students should again discuss their created questions with their ‘shoulder partner’ and determine the top two that lead to a better understanding of the compelling question.
5. Teams should meet to:
   * 1. Share their individual compelling/supporting questions with one another.
     2. Use research time to attempt to answer each question.
     3. Discuss their answers after research time is over.
     4. Evaluate the best and worst compelling and supporting questions and explain why.
6. Inquiry based learning activity should be finished with a teacher/student discussion using the examples from the class.
7. Each team should select one of the “best” compelling/supporting question sets to use for the next activity.

**SOURCES:**

* Chronicle of the African American in the Horse Industry
* Grant, S.G. (2013). From Inquiry Arc to Instructional Practice: The Potential of the C3 Framework. Social Education 77(6), pp 322–326, 351. Available online at [http://www.socialstudies.org/system/files/publications/se/7706/7706322.](http://www.socialstudies.org/system/files/publications/se/7706/7706322.pdf)
* “Kentucky Academic Standards for Social Studies.” Social Studies - Kentucky Department of Education, 2019, education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx.