

Personalizing PBL Using Inquiry Based Strategies & Student Blogging

Brian Anton (@FHS_Anton~BASocialStudies.weebly.com)
High School Social Studies Teacher--Forsyth High School

Why Use Inquiry Based Strategies?

Provides learners with a voice through the opportunity to develop their own learning framework.

Learners become stakeholders, leading to higher engagement.

Provides opportunities for personalization of learning by increasing the amount of choice in students' direction of study.

Authentic Higher Order Learning--Learners develop divergent and convergent thinking skills.

See: “Inspired Issue Brief: Inquiry Based Teaching”

<http://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>

The Rules for Question Formulation

Introduce and discuss purpose of each rule.

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

The Rules for Question Formulation

Question Focus: “The ideas put into the Constitution by the delegates at the Constitutional Convention were original.”

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

Goal: Through research, prove or disprove the Question Focus statement using primary sources.

Prioritize Questions:

Assess each question based on the goal stated below by using a 1-5 scale

Question Focus: “The ideas put into the Constitution by the delegates at the Constitutional Convention were original.”

Goal: Through research, prove or disprove the Question Focus statement using support from primary sources.

Prioritize Questions:

Based on the your assessment of the most helpful questions for reaching the goal, choose the best five questions for beginning research.--Write them in Sharpie on separate sticky notes.

Question Focus: “The ideas put into the Constitution by the delegates at the Constitutional Convention were original.”

Goal: Through research, prove or disprove the Question Focus statement using support from primary sources.

Why were the ideas thought of?

What was going on during this time period for them to make the Constitution?

What did they think would come out of the Constitution?

Did they get what they wanted out of the Constitution?

Did they have other ideas besides the ones on the Constitution?

Did the Constitution help America?

Where did they get ideas from?

What ideas were carried over from the Articles of Confederation?

Question Focus:
The ideas put into the Constitution by the delegates at the Constitutional Convention were original.

What were the ideas?

What made them delegates?

What were the delegates goals for the constitution?

What was the
Constitutional Convention?

Were they
to the Const
of creation

adding
disturbance
it?

What were the ideas?

What ideas did the delegates at the Constitutional Convention put into the Constitution?

What schools did they go to?

How many ideas
were there in
the institutional

Who said that
the ideas were
original?

Why were the delegates chosen?

Where did the delegates
go the 1st time?

2/2 Day 100 of 100
The 100!

Why was the constitution needed?

If they aren't original, where did the ideas come from?

Why were they chosen?

How are we suppose to know
if the ideas were original?

Why were the delegates chosen at the convention?

Were the ideas voted on?

Where Native Americans
fit into consideration?

What ideas were carried over from the Articles of Confederation?

Were the ideas put into the Constitution original?

What was the main idea the delegates tried to fix at the Constitutional Convention?

side
a Constitution

What ideas were put into the original Constitution document & how were they changed?

What ideas were based off the Magna Carta?

What were the ideas?

Question Focus:
The ideas put into the Constitution by the delegates at the Constitutional Convention were original.

What were the delegates goals for the Constitution?

Were the ideas put into the Constitution or created?

Who said that the ideas were original?

Why were the delegates chosen?

Where did the delegates get their ideas from?

Did they come up with the ideas?

long ago was
constitutional
convention?

Did they base their
ideas off of other
constitutions?

at ideas were put into
original constitution
document & how were
changed?

What were the
reasons for the
copies? (if there were
any)

Were delegates the
only people who
decided what went
on the constitution?

How did they get their ideas?

How many ideas were there?

What was the
main idea?

Where did the
delegates learn
the ideas?

If they weren't original,
then where did
the idea come
from?

What is the
Constitutional
Convention?

What were
the ideas?

What made
them delegates?

What were the
ideas?

What was
the Constitution?

Who were the
delegates?

What were the
delegates goals for
the Constitution?

What was the
Constitutional Convention?

How many
delegates were
there?

What was the
Constitutional
Convention?

What were
the ideas?

When was
the convention?

What did they
establish at the
convention?

Were they adding
to the Constitution
or creating it?

What are delegates?

Who were the
delegates?

Who were the
delegates?

Who signed it?

Did they come up with
the ideas?

Who were the delegates?

What were the ideas about?

Who was all affected
by the constitution?

What were the
intentions of the
ideas that were
put into the
constitution?

What
are the
ideas?

Are the ideas of the
Constitution original
without revision?

Were the ideas
studied thoroughly
or improvised?

How were the
delegates being
selected?

Did they have to
vote the ideas into
the constitution?

Were the intentions
for the constitution
good?

When did
it get started?

Were the delegates
affected?

Prioritize Questions:

Evaluate all of the questions created by the class. As a group, vote for the three most significant questions for beginning research.

Question Focus: “The ideas put into the Constitution by the delegates at the Constitutional Convention were original.”

Goal: Through research, prove or disprove the Question Focus statement using support from primary sources.

- What were the other laws of the other countries @ this time?
- Were the ideas put into the Constitution by the delegates original?
- What proof is there that they came up with these ideas on their own?
- Did these new ideas help or hurt America and why?
- What ideas lead to needing a constitution?
- What influenced them to come up with the ideas?
- What were the ideas?

- What influenced them to come up with these ideas? original
- What were the ideas?
- What were the delegates goals for the Constitution?
- What were the laws of the other countries at the time?
- What ideas were original?
- Who wrote the Constitution?
- Do these ideas still exist today?
- Did the ideas discriminate against any minority?
- Who were the delegates?
- If they weren't original, where did they come from?
- What proof is there that they came up with these ideas on their own?
- What prior knowledge did the delegates have with government?
- Were the ideas original?

- Were the ideas put into the Constitution by the delegates at the Constitutional Convention original?
- What were the original ideas?
- What proof is there that they came up with these ideas on their own?
- What influenced them to come up with these ideas?
- What ideas were carried over from the Articles of Confederation?
- Were they adding to the Constitution or creating it?
- What proof is there that they came up with these ideas on their own?

What's Next?

Brainstorm some ways that you could incorporate the ending point of this strategy to drive learning in your classroom.

Developing the Question Focus

Start with curriculum to create Question Focus *Statement*:

Evaluate curriculum goals for the unit or lesson

Create big picture statement that incorporates curriculum goals

Incorporate challenging problem or authentic/relevant issue

Note that anything can be a question focus--videos, photographs, manipulatives, documents, etc.

Question Focus: “The ideas put into the Constitution by the delegates at the Constitutional Convention were original.”

T1S1B: Explain connections among historical context and people’s perspectives at the time.

T2S1A: Trace the evolution of government in the English colonies to explain colonists expectations for self-rule.

T2S1C: Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British Rule.

T2S1B: Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought revolutionary ideals.

T3S1A: Explain how the central debates during the Constitutional Convention were resolved.

T3S1B: Explain how concerns over a strong central government were addressed to provide for the ratification of the Constitution.

T3S2E: Explain how the Bill of Rights and subsequent amendments limit the power of the government protect individual liberty and provide for equality.

T2S2B: Apply the concepts of Natural Law, Social Contract, Due Process, and Popular Sovereignty to explain purpose and legacy of the Declaration of Independence.

Question Focus: The economy is in better shape now than it was at the beginning of President Obama's administration.

National Standard 15: Economic Growth

- 1.) Analyze Real Gross Domestic per capita data for several periods in history, identifying periods during which the United States rapid economic growth
- 2.) Identify the factors that contributed to this growth
- 3.) Compare the standard of living in the United States and explain the relationship between higher production levels, new technologies, and standard of living

National Standard 16: Role of Government and Market Failure

1. Identify at least three specific roles of government and cite a specific example of each

National Standard 18: Economic Fluctuations

- 1.) Explain what GDP is and how it can be used to describe a country's output over time
- 2.) Explain what is included in each component of GDP
- 3.) Gather current and historical data on nominal GDP and Real GDP and describe why annual changes differ
- 4.) Identify specific causes of recent recessions and expansions

National Standard 19: Unemployment and Inflation

- 1.) Definition of "unemployed."
- 2.) Give examples of each type of unemployment and identify their causes
- 3.) Identify why people might be unemployed even when the economy appears to be in full employment
- 4.) Using data on unemployment and GDP, identify the relationship between the two

Personalizing Instruction with Student Blogging

Why should students blog?

- Formative Assessment
- Self-Assessment and Reflection
- Opportunity for Feedback (Teacher, Peers, Outside Sources)
- Voice and Choice
- Authentic Audience (including all stakeholders)
- Multitude of Ways to Show Learning (video, photos, etc.)
- Regular Writing and Communication Opportunities
- Digital Citizenship--Positive Digital Footprint
- Portfolio for College/Scholarship Applications

Personalizing Instruction with Student Blogging

How does student blogging fit within PBL and inquiry based instruction?

- Focuses Students on Process Over End-Product
- Authentic Sharing of Learning & Accomplishments Over Time
- Guides and Informs Instruction throughout PBL Units

Personalizing Instruction with Student Blogging

What are the challenges of the implementation of student blogging?

- Time to Create, Time to Grade and Evaluate
- Choosing a Blogging Platform
 - <http://www.speedofcreativity.org/2015/08/05/classroom-blogging-options-august-2015/>
 - Student Blogs: <https://fhssocialstudies.edublogs.org/>
- Student Privacy
- Student Blogging Policy

Personalizing Instruction with Student Blogging

Student Blogging Policy:

- 1.) Students using blogs are expected to treat their blogs as classroom spaces.
- 2.) Speech or behavior that is inappropriate for school is inappropriate for your blog.
- 3.) Students should be mindful of their digital footprint as they create blog posts.
- 4.) The purpose and intent of the student blog is to support, share, and collaborate on their academic growth and learning with an authentic audience in the 21st Century environment.
- 5.) The teacher has the right and to and will review all blog posts, comments, and changes to student blogs and websites at any time before they are published. Any item deemed inappropriate will be forwarded to the school administration for further action.
- 6.) Students are expected to follow the Forsyth R-III School District Technology Usage Policy EHB and EHB-P and the expectations detailed in the Student/Parent Laptop Handbook found at <https://eboard.eboardsolutions.com/mo/forsythr3>