

Sustaining Inquiry in Project Based Learning

Personalizing PBL using Inquiry Based Strategies



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What is Project Based Learning (PBL)?

- “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to **investigate and respond to an engaging and complex question**, problem, or challenge.” (Buck Institute for Education)
- “Project Based Learning is a dynamic classroom approach in which students actively **explore** real-world problems and challenges and acquire a deeper knowledge” (Edutopia)

Essential Elements/Characteristics of Project Based Instruction



“Gold Standard PBL:” Buck Institute for Education

“5 Characteristics of Project Based Learning That Works:” TeachThought



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.

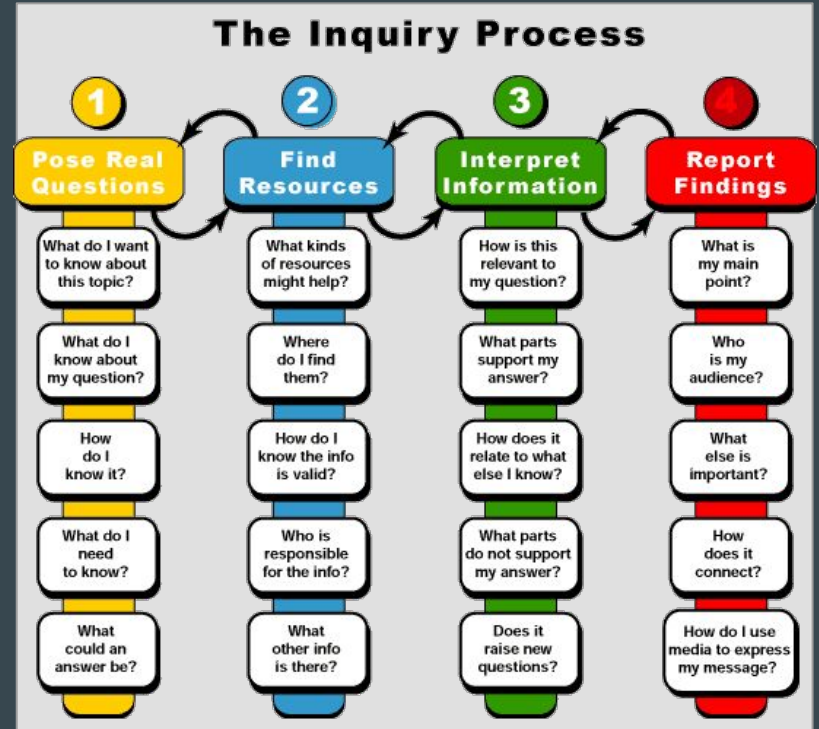
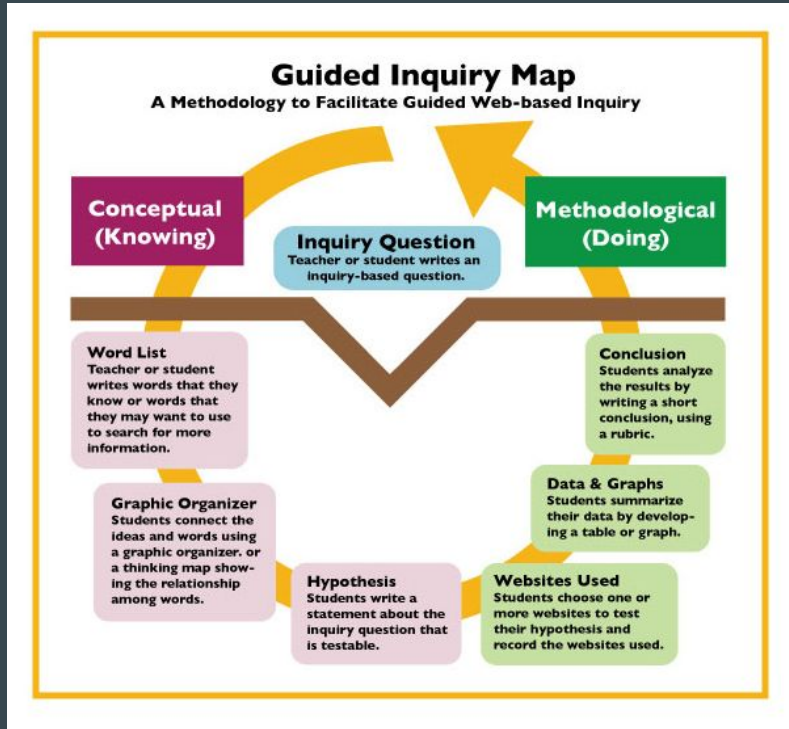
Provides opportunities for personalization of learning by increasing the amount of choice in students' direction of study.

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 Inquiry Process



Beginning a Unit: Teaching Students How to Ask Quality Questions

Introduce the Question Formulation Process and the Rules for Questioning:

- 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.

Source: Right Question Institute (rightquestion.org)

Beginning a Unit: Teaching Students How to Ask Quality Questions

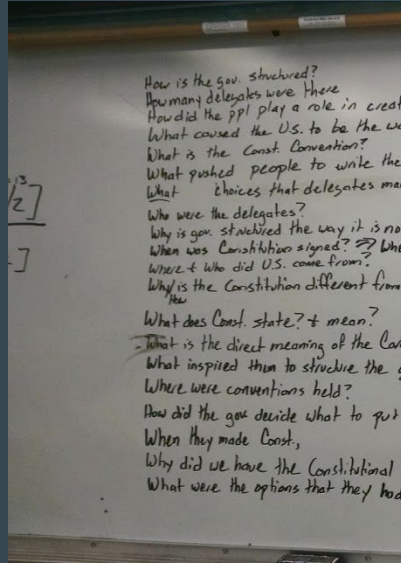
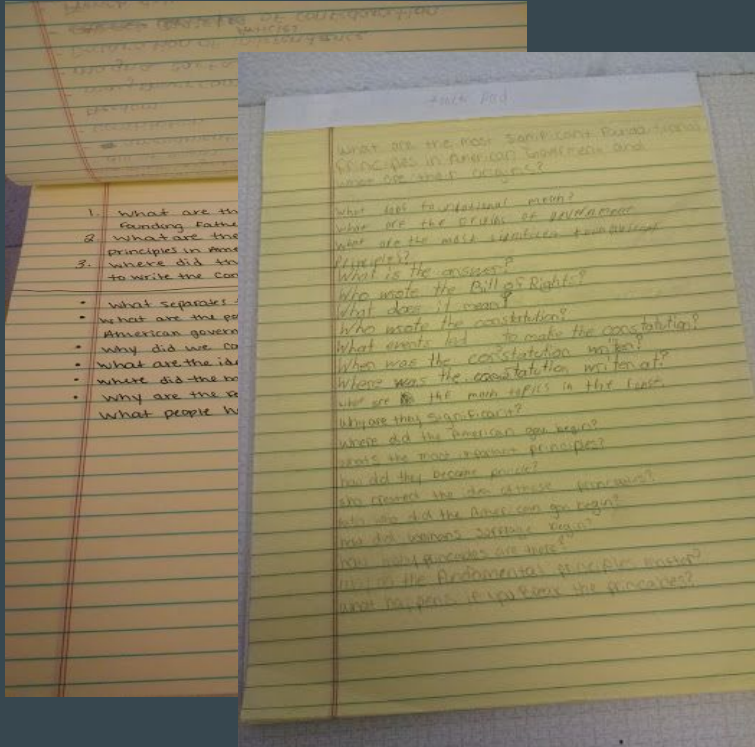
In groups of two or three:

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

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 primary sources.

Beginning a Unit: Teaching Students How to Ask Quality Questions



- What are principles?
- What is government?
- What are the origins of the principles?
- What are foundational principles?
- What makes a principle more significant than another?
- What is popular sovereignty?
- Where are the principles found?
- How many principles are there?
- What is the importance of the origins American government?
- Who founded the principles?
- Can a principle be altered?
- How are the principles used?
- What is the Rule of Law?
- Are the principles still in use? If not, why? When did they go out of use?
- What do the principles mean?
- How do the principles affect American government?
- How do the principles change the government?
- Can the principles be revoked?
- What makes a principle foundational?
- What is judicial review?
- What principle makes the biggest impact?
- What is the importance of American government?
- Do the principles affect the people and how?
- Do the people agree with the government on the principles?
- What is FEDERALISM?
- Where were the principles founded?
- When were the principles founded?
- How many rights in the Bill of Rights?
- What is due process?
- What are natural rights?
- Why do we need the principles?
- What are checks and balances?



Beginning a Unit: Teaching Students How to Ask Quality Questions

Discussion: What makes a quality research question?

Evaluate your questions using a 1-5 scale (1=least beneficial-5=most beneficial)

Identify the five most beneficial questions to begin research and write them EACH on a sticky note.

Hang your five sticky notes/questions on the wall.

In your groups, evaluate ALL of the questions on the wall, then decide on the THREE most beneficial research questions

Beginning a Unit: Teaching Students How to Ask Quality Questions

- 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?

Moving Forward: Sustaining Inquiry

Group Number and Names:

Essential Question: What are the most significant principles (ideas) of the United States government?

Define: Principle

Source 1 Name and Definition: (Brian Anton) Dictionary.com This is the defintion.
www.dictionary.com/ljas;dlkfjasd/;alkjsdf;lkajsdf;lsaj/;ll.html

Source 2 Name and Definition: (Group Member Name)

Source 3 Name and Definition: (Group Member Name)

Source 4 Name and Definition: (Group Member Name)

Using the information gathered from the four sources that you used, create a GROUP definition in your own words of the phrase, "Most Significant Principles of United States Government."

Open: bit.ly/inquirydoc1
Make a Copy & Share
with Group Members

Answer the essential question using four different sources:

Source 1 Name & URL and Most Significant Principles: (Group Member Name)

Source 2 Name & URL and Most Significant Principles: (Group Member Name)

Source 3 Name & URL and Most Significant Principles: (Group Member Name)

Source 4 Name & URL and Most Significant Principles: (Group Member Name)

Using the information gathered from the four sources that you used, create an answer as a GROUP to the essential question in your own words.

Moving Forward: Sustaining Inquiry

Group Number and Names:

Essential Question: What are the DEFINITIONS of the most significant principles of the United States Constitution? (Minimum 6)

Define: (Insert Principle 1 Name Here)

Source 1 Name and Definition: (Brian Anton) U.S. News; This is the definition.
www.dictionary.com/ljas;dlkfjasd/;alkjsdf;lkajsd;/lsaj/;ll.html

Source 2 Name and Definition: (Group Member Name)

Source 3 Name and Definition: (Group Member Name)

Source 4 Name and Definition: (Group Member Name)

Using the information gathered from the four sources that you used, create a GROUP definition in your own words of the principle.

Define: (Insert Principle 2 Name Here)

Source 1 Name and Definition: (Brian Anton) U.S. News; This is the definition.
www.dictionary.com/ljas;dlkfjasd/;alkjsdf;lkajsd;/lsaj/;ll.html

Source 2 Name and Definition: (Group Member Name)

Open: bit.ly/inquirydoc2
Make a Copy & Share
with Group Members

Moving Forward: Sustaining Inquiry

Group Number and Names:

Essential Question: Where are the most significant principles of American government located and outlined in the U.S. Constitution (including the amendments)?

Example Format for Research: U.S. News; This is the location of the principle in the Constitution from the source. www.dictionary.com/ljas.dlkfjasd/alkjsdf.lkajsdf.lsjaj;.ll.html

(Insert Principle 1 Name Here)

Source 1 Group Number location in Constitution including, excerpt/quote from Constitution:
(Brian Anton)

Source 2 Group Number location in Constitution including, excerpt/quote from Constitution
(Group Member Name):

Source 3 Group Number location in Constitution including, excerpt/quote from Constitution
(Group Member Name):

Source 4 Group Number location in Constitution including, excerpt/quote from Constitution
(Group Member Name):

Using the information gathered from the four sources that you used, create a GROUP summary, using specific excerpts/quotes from the Constitution of the location of the principle in the Constitution specifically.

Open: bit.ly/inquirydoc4
Make a Copy & Share
with Group Members

Developing an Essential Question or “Question Focus” To Drive Your Unit

Unit 1: What are the most significant principles of American government and what are their origins?

Apply the following principles of republic to historical and contemporary issues:

1. checks and balances
2. **separation of powers**
3. **federalism**
4. representation
5. **popular sovereignty**
6. due process of law
7. judicial review

Describe the historical foundations of the United States governmental system as reflected in the following documents

1. Magna Carta
2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory
3. Mayflower Compact
4. Declaration of Independence
5. Articles of Confederation

Explain the relevance and connection of constitutional principles in the following documents:

1. U.S. Constitution
2. Federalist Papers

Explain the importance of the following principles of government:

1. **limited government**
2. **majority rule** and minority rights
3. constitution and civil rights
4. checks and balances
5. merits of the above principles

Explain the importance of the following principles of government since Reconstruction

1. **majority rule** and minority rights
2. constitution and civil rights
3. checks and balances

Assess the changing roles of the following:

1. checks and balances
2. **separation of powers**
3. **federalism**
4. define and explain judicial review

Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history

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