

Inquiry Design Model (IDM) -- At a Glance

Compelling Question	Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. Compelling questions often emerge from the interests of students and their curiosity about how things work (e.g. kid-friendly, relevant), but they are also grounded in curriculum and content with which students might have little experience (e.g., intellectually meaty, rigorous). <i>Example: Was the American Revolution revolutionary?</i>		
Standards	The key standard (1-2) that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to “posthole” the compelling question. <i>Example: What were the regulations imposed on the colonists under the Townsend Acts?</i>			
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Formative Performance Tasks are designed experiences for students to practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: List the regulations imposed on the colonists under the Townsend Acts.</i>			
Featured Sources	Featured Sources	Featured Sources	
Each Question/Formative Performance Task should have 1-3 disciplinary sources to help students to build their understanding of the compelling and supporting questions and to practice the work of social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students’ curiosity and interest in the topic; b) to build students’ content knowledge, and; c) to help students construct and support their arguments related to a compelling question. <i>Example: Dickenson, John. “Letters from a Farmer in Pennsylvania” (1767).</i>			
Summative Performance Task	Each inquiry ends with students constructing an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i>		
Taking Informed Action	The three activities described in this space represent a logic that asks students to a) <i>understand</i> the issues evident from the inquiry in a larger and/or current context, b) <i>assess</i> the relevance and impact of the issues, and c) <i>act</i> in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i>		