INQUIRING MINDS WANT TO KNOW: INQUIRIES TO SUPPORT DISCIPLINARY LITERACY
WWW.C3TEACHERS.ORG/INQUIRIES

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Why inquire like a social scientist?

“Disciplinary literacy is based on the premise that students can develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, talking, and thinking which that discipline values and uses.” (McConachie, et. Al, 2006)
What is included in each inquiry?

**Guidance Questions**
- Compelling question(s)
- 3+ supporting questions

**Disciplinary Sources**
- Readings
- Maps, charts, graphs, etc.
- Pictures, visuals

**Assessments**
- Formative checks
- Performance tasks
- Taking action
### What is included in each inquiry?

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand</strong></td>
<td><strong>Understand</strong></td>
<td><strong>Assess</strong></td>
</tr>
<tr>
<td>What do countries export?</td>
<td>Why do countries import goods?</td>
<td>What factors influence trade?</td>
</tr>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Formative Performance Task</strong></td>
<td><strong>Formative Performance Task</strong></td>
</tr>
<tr>
<td>Choose three products and list the countries that produce and export them.</td>
<td>List three reasons why countries import goods.</td>
<td>Make a claim supported with evidence about a factor that has influenced trade in the 21st century.</td>
</tr>
<tr>
<td><strong>Featured Sources</strong></td>
<td><strong>Featured Sources</strong></td>
<td><strong>Featured Sources</strong></td>
</tr>
</tbody>
</table>

### Why Do Countries Need Each Other?

**New York State Social Studies Framework Key Idea & Practices**

3.10: Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

- Gathering, Using, and Interpreting Evidence
- Comparison and Contextualization
- Civic Participation
- Economics and Economic Systems

### Staging the Question

Watch an interactive video and discuss the construct of what it means to trade.

### Supporting Question 1

**Understand**

What do countries export?

**Formative Performance Task**

Choose three products and list the countries that produce and export them.

**Featured Sources**

Source A: Image bank: Highest valued export by country

Source B: Image bank: World political maps

### Supporting Question 2

**Understand**

Why do countries import goods?

**Formative Performance Task**

List three reasons why countries import goods.

**Featured Sources**

Source A: “On Valentine’s Day, Many of the Flowers Come from Colombia”

Source B: “It’s a Hard Fight to End Child Labor Abuse on West Africa’s Cocoa Farms”

### Supporting Question 3

**Assess**

What factors influence trade?

**Formative Performance Task**

Make a claim supported with evidence about a factor that has influenced trade in the 21st century.

**Featured Sources**

Source A: “Most People in India Drink Tea, but Locally Grown Coffee Is Catching On”

Source B: “Who Will Sell the Most Avocados? Colombia Hopes It Will”

### Summative Performance Task

**ARGUMENT**

Why do countries need each other? Construct an argument supported with evidence that addresses the question of how world communities trade with one another in order to meet their needs and wants.

**Taking Informed Action**

**ACT**

Select one or more of the goods mentioned in the featured sources as items that the US imports from other countries and invite local restaurant and/or grocery store managers to class to talk about how and why they are involved in that form of trade.
What these inquiries are not...

• Not over-prescriptive
  – Provides all the resources and the overarching questions but not all of the questions and activities necessary to lead students through each document.
  – Relies on the teacher to make important pedagogical decisions based both on text and on students.

• Not a full unit of study
  – Think of this as either an extended lesson or as the bedrock for a longer unit.
Why do countries need each other?

3rd Grade

This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Trading is one of the oldest forms of economic interaction among humans, yet it is also among the most complex. In examining the reasons for international trade and the exports of world communities, students should be able to develop an argument supported by evidence to answer the compelling question “Why do countries need each other?”
Discuss with a partner:

What does this video show?

What is trade?

What are goods?

Why is it important to trade?
An important and widely used Latin root word is port, which means ‘carry.’ Humans ‘carry’ things from one place to another all the time. Portly humans, for instance, ‘carry’ a lot of body weight. When one nation imports goods from another nation, it ‘carries’ them into its own territory. On the other hand, to export goods is to ‘carry’ them out of one country to sell to another. Most of these goods are portable, or easily ‘carried’ from one country to the next. Human beings can also be deported from their own countries, being ‘carried’ from one nation to another, usually for legal proceedings. When something is important, you want to ‘carry’ it towards yourself to tend to it. Reporters, or news people who ‘carry’ back information to the public at large, often focusing on important concerns. In fact, reporters talk about sports a great deal, or those forms of entertainment that ‘carry’ you away from everyday activities. Transportation, or the act of ‘carrying’ people across from one place to another, forms the basis of much of everyday life.
Compare the maps side by side.

- What do we learn from sourcing the documents?
- What important information do we learn from the notes?
- How are the map keys similar? Different?
- What can we NOT tell from reading these maps?

With a partner, choose one of the maps and determine what text dependent question you would ask students about this map?
1. Read the article.

2. With a small group find as much evidence as possible to answer the following questions:
   - Why do Americans buy flowers from Columbia?
   - How many years did it take for people in the United States to think it was a good idea to sell Columbian flowers?

3. Write a two sentence summary of this article that includes the words: trade, goods, and import or export.
Numbered Heads Read Three Articles

• Read your assigned article annotating for the following:
  – What facts/ideas in the article would your students most enjoy or be surprise by?
  – + positive consequences associated with global trade
  – - negative consequences of global trade

• Share out your insights with a group of three (jigsaw quick share).
How might you be able to use these inquiries in your own classes?

How does student inquiry align to practices which foster a growth mindset?

Elementary Inquiries
www.C3teachers.org/inquiries