

History Bursts: Bite-sized **Inquiry** Ideas for the Social Studies Classroom

| Skill | Example | Example | Example | New Ideas |
|------------------|--|---|--|-----------|
| FIND | Through database and free web news sources, students will find high quality periodical articles for current events or historical primary source news accounts. <i>VUS.1.b, GOVT.1.d</i> | Using the website A Google A Day , students can practice accessing Google's advanced search features and answering increasingly complex research questions. Once they've answered a research question, they can also practice citing the source of their information. <i>VUS.1.b, GOVT.1.d</i> | Given content relevant questions and a short time limit, students work in relay teams to list appropriate key words to use for searches. Students can record their keywords on the board in front of the class, on paper at their desks, or on a shared document. Teacher follows up the race with a brief discussion of the words students came up with, making connections amongst the lists (ex: synonyms) and providing additional words, if needed. <i>VUS.1.b, GOVT.1.d</i> | |
| INTERPRET | Working with pieces of the Waldseemüller map, students will develop an understanding of the world from the perspective of a 16 th century explorer. Students will use the Observe > Reflect > Question primary source analysis tool from the Library of Congress to come to a better understanding about the maps. Students can use this same practice to analyze many types of resources . <i>WHI.1.b, WHII.1.b, VUS.1.c, VUS.1.g, GOVT.1.b, GOVT.1.c</i> | Navigating through stations, students will access a variety of unit-specific primary and secondary sources. Each station will include one of each source for comparison; students identify source type, completing an organizer explaining rationale. This activity can be extended by having students practice the Observe >Reflect >Question method for one source. The lesson can also be easily differentiated for a variety of learners. <i>WHI.1.a, WHII.1.a, VUS.1.a, GOVT.1.a</i> | Twitter can make a huge impact in the social studies classroom. Students can access real-time Twitter feeds of historical events such as World War II or the Civil War . Students can tweet as a historical character or organization. Students can also tweet during major events such as the State of the Union address contributing their voices to a global discussion. Teachers less comfortable with the tool itself can use Twitter as a model and create a fake Twitter wall in the classroom or via Blackboard for students. <i>WHI.1.e, WHI.1.f, WHII.1.e, WHII.1.f, VUS.1.i, GOVT.1.f, GOVT.1.g</i> | |
| APPLY | During a unit on the 1920s, students will collect primary sources relevant to their chosen topic and then create a new one to authentically fit into their set. This practice could be applied to any number of sources or topics, and can be repeated throughout the school year. <i>WHI.1.a, WH11.1.a, VUS.1.a, GOVT. 1.a</i> | As a summative assessment for an event-based unit such as the Holocaust, students will found a fictional country using teacher-provided parameters and reflect upon how their country would handle the particular event in question. Teachers could also use an activity like this to frame the entire school-year, asking students to view each unit from the lens of their fictional country. In the same vein, students could create a fictional world leader, state, PAC, special interest group, or other entity. <i>WHI.1.e, WHI.1.f, WHII.1.e, WHII.1.f, VUS.1.i, GOVT.1.f, GOVT.1.</i> | | |



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