

OVERVIEW OF STRUCTURED-INQUIRY DVT RESOURCES

This guidebook provides a package of instructional materials and methods teachers can use to help a diverse group of students develop breadth and depth of understandings of key ideas associated with the various NCSS C3 and NCGS standards for Civics/Government. These resources are designed for use with structured-inquiry based instruction.

The DVTs

DVTs are visual tools individually designed to address specific learning standards. Two types are provided

- *Compelling Questions* DVTs target key C3 Civics / Government Standards.
- *Research Literacy* DVTs target key reading, writing, & listening standards.

The DVT Samples

Each of the DVTs is accompanied with a sample of how it might appear after notes have been added to it. The samples should be viewed as illustrative; the notes that result from teachers and students co-constructing ideas or from student team investigations will differ. The samples are intended for teachers and should not be copied and distributed to students.

The Rubrics

Each of the DVTs is accompanied by a rubric that students and teachers can use to both guide the construction of responses as notes are added to the DVTs and later, to evaluate their quality. Likewise, rubrics for evaluating students' use of research literacy strategies and permanent products are included.

The PROBE Instructional Phases

Teachers implement the PROBE Phases when facilitating *structured-inquiry* learning experiences. Initially, a dialogue about an issue related to the topic addressed by the DVT is facilitated. Then a challenge is issued to set up subsequent structured-inquiry investigations. Fundamental background information about the topic is co-constructed by the teacher and class.

After students are provided the project requirements, teams establish goals conduct their research, and create permanent products designed to communicate their findings in compelling ways. Finally, students and the teacher evaluates the effectiveness of the processes students used during their work as well as their permanent products.

Instructional Tips for Individual DVTs

Each of the *Compelling Question DVTs* is accompanied by a set of *Instructional Tips* that includes suggestions for both *Essential* and *What If...?* Questions, suggested vocabulary terms, sample debate topics, sample issues to discuss to engage students at the beginning of a lesson, as well suggestions for stratagems to employ when co-constructing knowledge that is fundamental to the DVT topic. These tips also provide suggestions for use of various *Literacy DVTs* that can be used to supplement instruction.

The *Instructional Tips* for each of *Literacy DVTs* provide key considerations for guiding their use as well as tips for integrating their use in PROBE projects.

The Cue * Do * Review Stratagems

Stratagems are high-student engagement activities employed during initial instruction as fundamental background knowledge about the topic of investigation is co-constructed with students. Some are used at the beginning of this phase of instruction, some during, and some at the end of this phase.

The PROBE Planner

The *PROBE Planner* is a relatively quick and easy-to-use tool for planning structured-inquiry instruction. The planner focuses on a range of key decisions teachers make when designing inquiry projects that are compelling to students, yet sufficiently structured to ensure depth and breadth of learning.

A series of visual devices called Differentiated Visual Tools (DVTs) serve as the centerpiece of this program. Each of the **Essential Questions DVTs** is designed to promote understanding and recall of the key essential understandings associated with one of the seven civics/government Essential Questions.

The **DVTs**

The **Literacy DVTs** address key literacy standards (e.g., learning vocabulary, argumentative thinking / writing, researching). These DVTs can be used when integrating content instruction

(i.e., civics standards) with literacy instruction (i.e., language arts standards).

The DVTs can be used in multiple ways. For example, when providing explicit instruction, the DVTs can be used to provide guided note taking during presentations as well as guide text analysis when reading. The DVTs serve to structure various in-class collaborative learning activities and can also be used as a study guides and as a pre-writing organizers when planning expository essays. Likewise, the DVTs can be used in conjunction with the **PROBE** to structure various inquiry-based learning activities.

Civics / Government Essential Questions DVTs

Are government and politics necessary?

<p>What is the purpose of government?</p> <p>Protect individual rights Promote the common good Provide public services Maintain order and stability Provide for the common good</p>	<p>What are the different forms of government?</p> <p>Monarchy Oligarchy Autocracy Democracy Republic</p>
<p>What are the different forms of government?</p> <p>Monarchy Oligarchy Autocracy Democracy Republic</p>	<p>What is the purpose of government?</p> <p>Protect individual rights Promote the common good Provide public services Maintain order and stability Provide for the common good</p>

How can purposes of government conflict?

<p>Protect individual rights</p> <p>Protect the common good</p> <p>Provide public services</p> <p>Maintain order and stability</p> <p>Provide for the common good</p>	<p>Protect individual rights</p> <p>Protect the common good</p> <p>Provide public services</p> <p>Maintain order and stability</p> <p>Provide for the common good</p>
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Why is the Rule of Law important?

<p>Protecting citizens</p> <p>Protecting the common good</p> <p>Protecting public services</p> <p>Maintaining order and stability</p> <p>Providing for the common good</p>	<p>Protecting citizens</p> <p>Protecting the common good</p> <p>Protecting public services</p> <p>Maintaining order and stability</p> <p>Providing for the common good</p>
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Why do we have a constitution?

<p>What is the purpose of a constitution?</p> <p>Protect individual rights Promote the common good Provide public services Maintain order and stability Provide for the common good</p>
--

Is the U.S. form of constitutional government that best type?

<p>sovereignty</p> <p>sovereignty</p> <p>diffusion of power</p> <p>diffusion of power</p> <p>institutional structure</p> <p>institutional structure</p>	<p>sovereignty</p> <p>sovereignty</p> <p>diffusion of power</p> <p>diffusion of power</p> <p>institutional structure</p> <p>institutional structure</p>
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Why does the U.S. Constitution limit powers?

<p>Why does the U.S. Constitution limit powers?</p> <p>Protect individual rights Promote the common good Provide public services Maintain order and stability Provide for the common good</p>
--

What is life like in countries that have limited vs. unlimited governments?

<p>What is life like in countries that have limited vs. unlimited governments?</p> <p>Protect individual rights Promote the common good Provide public services Maintain order and stability Provide for the common good</p>

Research Literacy DVTs

Vocabulary Connections

<p>Vocabulary Connections</p> <p>Word: _____</p> <p>Definition: _____</p> <p>Example: _____</p>	<p>Vocabulary Connections</p> <p>Word: _____</p> <p>Definition: _____</p> <p>Example: _____</p>
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Reasons & Support

<p>Reasons & Support</p> <p>Reason: _____</p> <p>Support: _____</p>	<p>Reasons & Support</p> <p>Reason: _____</p> <p>Support: _____</p>
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Goals

<p>Goals</p> <p>Goal: _____</p> <p>Support: _____</p>
--

DRAFT Plans

<p>DRAFT Plans</p> <p>Introduction: _____</p> <p>Body: _____</p> <p>Conclusion: _____</p>
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NOTE: eBook version of this guidebook (**Differentiated Visual Tools for Strategic instruction in National Civics / Government Standards: Grades 9-12**) includes interactive DVTs (Power Point slides & Fillable PDF files).

Each Compelling Question DVT targets specific C3 Civics / Government standards

Each DVT includes essential information that provides learners with a framework for analyzing ideas. These typically address foundational information taught prior to having learners use the DVTs when researching topics.

Embedded prompts serve a variety of purposes, including...

...cuing learners to make connections between the critical information and real life

...cuing learners to analyze information in specific ways

Features of Compelling Question



When foundational information is being explicitly taught, DVTs can be used to structure note-taking as ideas are explored and co-constructed.

When inquiry-based learning projects are used following instruction in the foundational information, students use the DVTs to structure their research.

Teachers do not necessarily use every *Compelling Question DVT* provided in this book. Rather, they select those that best match their instructional needs

Pages XX-XX provides blackline masters of each DVT, samples of completed DVTs, rubrics, and instructional tips.

Are government and politics necessary?

Major Argument for Necessity of Politics & Government	Real-life example illustrating the need
<p>Basis of argument (purpose of government)</p> <input type="checkbox"/> Protect citizen rights <input type="checkbox"/> Promote general welfare <input type="checkbox"/> National security <input type="checkbox"/> Distribution of resources <input type="checkbox"/> Allocation of benefits/burdens <input type="checkbox"/> Promote equality <input type="checkbox"/> Prevent / manage conflicts	
<p>Basis of argument (purpose of government)</p> <input type="checkbox"/> Protect citizen rights <input type="checkbox"/> Promote general welfare <input type="checkbox"/> National security <input type="checkbox"/> Distribution of resources <input type="checkbox"/> Allocation of benefits/burdens <input type="checkbox"/> Promote equality <input type="checkbox"/> Prevent / manage conflicts	
So what? What is important to understand about this?	

Are government and politics necessary?

Major Argument for Necessity of Politics & Government	Real-life example illustrating the need
<p>Politics & gov't provide infrastructure and environment that offers citizens ways for needs & pleasures to be met</p> <ul style="list-style-type: none"> • Highways, railways, airports = transportation needs • Schools, colleges, trade schools = education needs • Clean water, wildlife conservation = recreation & environment needs <p>Basis of argument (purpose of government)</p> <input type="checkbox"/> Protect citizen rights <input checked="" type="checkbox"/> Promote general welfare <input type="checkbox"/> National security <input checked="" type="checkbox"/> Distribution of resources <input type="checkbox"/> Allocation of benefits/burdens <input type="checkbox"/> Promote equality <input type="checkbox"/> Prevent / manage conflicts	<p>Interstates & bridges in bad need of repair throughout U.S. - need Gov. money to restore them</p> <p>Gulf of Mexico Red Snapper fishing had to be limited b/c of over-fishing</p>
<p>Politics & gov't helps its citizens achieve their potential</p> <ul style="list-style-type: none"> • Welfare programs for unemployed • Job training programs • Unemployment insurance <p>Basis of argument (purpose of government)</p> <input checked="" type="checkbox"/> Protect citizen rights <input checked="" type="checkbox"/> Promote general welfare <input type="checkbox"/> National security <input type="checkbox"/> Distribution of resources <input checked="" type="checkbox"/> Allocation of benefits/burdens <input type="checkbox"/> Promote equality <input type="checkbox"/> Prevent / manage conflicts	<p>For many years kids with disabilities were not allowed to attend public schools - only rich could afford to buy services they needed - law was needed to ensure they got an opportunity to achieve their potential</p> <p>Racists business practices prevented minorities from getting better paying jobs - law was needed to ensure equal opportunity</p>
So what? What is important to understand about this?	
<p>Politics and government can provide ways for humans to have life, liberty, and the pursuit of happiness.</p> <p>A democracy, such as the government in America, provides its citizens with individual rights and freedoms to pursue lives that are healthy, prosperous and safe.</p> <p>Politics and gov't also provide its citizens with an environment that meets their needs and offers beauty & recreation.</p>	

Major Argument for Necessity of Politics & Government

Real-life example illustrating the need

Politics & gov't provide infrastructure and environment that offers citizens ways for needs & pleasures to be met

- Highways, railways, airports = transportation needs
- Schools, colleges, trade schools = education needs
- Clean water, wildlife conservation = recreation & environment needs

Basis of argument (purpose of government)

- | | | |
|---|---|--|
| <input type="checkbox"/> Protect citizen rights | <input checked="" type="checkbox"/> Promote general welfare | <input type="checkbox"/> National security |
| <input checked="" type="checkbox"/> Distribution of resources | <input type="checkbox"/> Allocation of benefits/burdens | <input type="checkbox"/> Promote equality |
| <input type="checkbox"/> Prevent / manage conflicts | | |

Interstates & bridges in bad need of repair throughout U.S. - need Gov. money to restore them

Gulf of Mexico Red Snapper fishing had to be limited b/c of over-fishing

Politics & gov't helps its citizens achieve their potential

- Welfare programs for unemployed
- Job training programs
- Unemployment insurance

Basis of argument (purpose of government)

- | | | |
|--|--|--|
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| <input type="checkbox"/> Prevent / manage conflicts | | |

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A democracy, such as the government in America, provides its citizens with individual rights and freedoms to pursue lives that are healthy, prosperous and safe.

Politics and gov't also provide its citizens with an environment that meets their needs and offers beauty & recreation.

Each Research Literacy DVT targets specific language arts standards associated with finding, making sense of, and evaluating information, collaborating with others on projects, and communicating.

The Research Literacy DVTs reveal thinking structures for applying specific information processing strategies. The embedded prompts serve to cue learners to engage in specific tactics that, together, provide a systematic approach to performing the overall learning strategy, such as analyzing information, developing an opinion about it with clear rationales and supporting evidence.

Features of Research Literacy



The Research Literacy DVTs are used at the discretion of teachers (or at times, students) when teaching C3 Civics / Government content standards.

For example...

A teacher might use the Compelling Question DVT, *Why is Government and Politics Necessary?* when teaching the civics content; as a follow-up homework assignment, have students use the Research Literacy DVT, *Reasons and Support*, to form an opinion about what they believe to be the most important purpose of government, and then defend their opinion by providing a rationale and conclusion.

Pages XX-XX provides blackline masters of each Research Literacy DVT, samples of completed DVTs, rubrics, and instructional tips.

Reasons and Support

TOPIC / ISSUE		Is about...
My position...		
REASONS	Supporting Evidence / Details / Explanation	
	CONCLUSION	

Reasons and Support

TOPIC / ISSUE		What is the most important purpose of government?	Is about...
<p><i>Huge issue: Conservatives want gov't smaller w/ enough structure & services to keep citizens safe, economy healthy, & allow competition to keep U.S. strong</i> <i>Liberals want gov't to play major role providing social services, equal opportunities to promote "progressive" agenda.</i></p>			
My position...			
<p><i>The most important purpose of government is to promote the general welfare of its citizens.</i></p>			
REASONS	Supporting Evidence / Details / Explanation		
<p><i>Promoting the gen. welfare = health & safety</i></p>	<p><i>Gov't policies that promote health & safety to its citizens.</i></p> <ul style="list-style-type: none"> <i>FDA → Restrictions on harmful additives / Drugs tested</i> <i>Funding medical research to prevent / cure illnesses</i> <i>Laws for inoculations to prevent illnesses.</i> 		
<p><i>Promoting the gen. welfare = system for prosperity</i></p>	<p><i>Declaration of Indep → "freedom to life, liberty & the pursuit of happiness".</i> <i>A good gov't...</i></p> <ul style="list-style-type: none"> <i>→ economic growth policies / opportunities for prosperity</i> <i>→ free education to prepare its people to pursue successful careers.</i> <i>→ makes laws to prevent fraudulent practices in business to protect citizens</i> 		
<p><i>Promoting the gen. welfare = gov't protection from harm in homeland + from foreign nations.</i></p>	<p><i>Extremely important for a gov't to provide security.</i></p> <ul style="list-style-type: none"> <i>→ Providing law enforcement to maintain peace / protect citizens</i> <i>→ Strong national defense = less vulnerable to terrorists and aggressive foreign nations</i> 		
CONCLUSION			
<p><i>Gen. welfare = most imp. purpose. Happiness = basic needs met: nutritious food, health provided by medical resources. Education = opportunities & preparation</i> <i>Safety = strong law enforcement & military defense</i></p>			

TOPIC / ISSUE

What is the most important purpose of government?

Is about...

Huge issue: Conservatives want gov't smaller w/ enough structure & services to keep citizens safe, economy healthy, & allow competition to keep U.S. strong

Liberals want gov't to play major role providing social services, equal opportunities to promote "progressive" agenda.

My position...

The most important purpose of government is to promote the general welfare of its citizens.

REASONS

Promoting the gen. welfare = health & safety

Supporting Evidence / Details / Explanation

Gov't policies that promote health & safety to its citizens.

- FDA → Restrictions on harmful additives / Drugs tested*
- Funding medical research to prevent / cure illnesses*
- Laws for inoculations to prevent illnesses.*

Promoting the gen. welfare = system for prosperity

*Declaration of Indep → "freedom to life, liberty & the pursuit of happiness".
A good gov't...*

- economic growth policies / opportunities for prosperity*
- free education to prepare its people to pursue successful careers.*
- makes laws to prevent fraudulent practices in business to protect citizens*

Promoting the gen. welfare = gov't protection from harm in homeland + from foreign nations.

Extremely important for a gov't to provide security.

- Providing law enforcement to maintain peace / protect citizens*
- Strong national defense = less vulnerable to terrorists and aggressive foreign nations*

CONCLUSION

*Gen. welfare = most imp. purpose. Happiness = basic needs met: nutritious food, health provided by medical resources. Education = opportunities & preparation
Safety = strong law enforcement & military defense*

- DVT Rubrics serve two important functions:
- Establish expectations and guidelines for constructing quality DVT notes -- teachers can preview the DVT Rubrics with students before the process of formulating the actual notes begins.

- Provide a quick and easy to use resource for formative assessment – teachers and students can use the rubrics to evaluate the quality of the completed DVT and use this data as evidence of student’s depth and breadth of understanding of a topic or evidence of a research literacy competence..

The **DVT** Rubrics

Each DVT textbox addresses a specific type of information

OR

...type of reasoning

Thus the criteria for each matches the specific information or reasoning type

Teachers can use data from rubrics to:

- Provide teams and/or individual students with feedback and coaching in specific areas of need
- Identify over-all patterns or trends of a class that indicate areas of excellence as well as areas the teacher may need to provide more focused instruction and guidance.

Are government and politics necessary? RUBRIC

Major Argument for Necessity of Politics & Government	Real-life example illustrating the need
<p>4 <input type="checkbox"/> Accurate & complete information</p> <p>2 <input type="checkbox"/> Accurate, but incomplete</p> <p>2 <input type="checkbox"/> Correct selections</p> <p>0 <input type="checkbox"/> Includes incorrect selections</p> <p>Basis of argument (purpose of government)</p> <p><input type="checkbox"/> Protect citizen rights <input type="checkbox"/> Promote general welfare <input type="checkbox"/> National security</p> <p><input type="checkbox"/> Distribution of resources <input type="checkbox"/> Allocation of benefits/burdens <input type="checkbox"/> Promote equality</p> <p><input type="checkbox"/> Prevent / manage conflicts</p>	<p>2 <input type="checkbox"/> Precise & relevant example</p> <p>1 <input type="checkbox"/> Imprecise, but somewhat related example</p> <p>0 <input type="checkbox"/> Erroneous example</p>
<p>4 <input type="checkbox"/> Accurate & complete information</p> <p>2 <input type="checkbox"/> Accurate, but incomplete</p> <p>0 <input type="checkbox"/> Includes inaccurate information</p> <p>2 <input type="checkbox"/> Correct selections</p> <p>0 <input type="checkbox"/> Includes incorrect selections</p> <p>Basis of argument (purpose of government)</p> <p><input type="checkbox"/> Protect citizen rights <input type="checkbox"/> Promote general welfare <input type="checkbox"/> National security</p> <p><input type="checkbox"/> Distribution of resources <input type="checkbox"/> Allocation of benefits/burdens <input type="checkbox"/> Promote equality</p> <p><input type="checkbox"/> Prevent / manage conflicts</p>	<p>2 <input type="checkbox"/> Precise & relevant example</p> <p>1 <input type="checkbox"/> Imprecise, but somewhat related example</p> <p>0 <input type="checkbox"/> Erroneous example</p>
<p>So what? What is important to understand about this?</p> <p>4 <input type="checkbox"/> Precise & plausible conclusion; reflects bigger picture implications and/or real-world connections</p> <p>2 <input type="checkbox"/> Plausible conclusion; reflects bigger picture implications and/or real-world connections but somewhat vague</p> <p>0 <input type="checkbox"/> Includes erroneous information or does not make sense</p>	

Reasons and Support RUBRIC

TOPIC / ISSUE	1 <input type="checkbox"/> Precisely worded	0 <input type="checkbox"/> Imprecise	<i>Is about...</i>
4 <input type="checkbox"/> Effective description of topic of issue and its relevance	2 <input type="checkbox"/> Description of topic of issue somewhat vague and/or failed to address its relevance	0 <input type="checkbox"/> Description of topic of issue incomplete / does not make sense	
My position...	1 <input type="checkbox"/> Opinion is clearly stated and definitive	0 <input type="checkbox"/> Opinion is vague and/or not definitive	
REASONS	Supporting Evidence / Details / Explanation		
4 <input type="checkbox"/> Clear and plausible	4 <input type="checkbox"/> Factual and directly supports and/or clarifies reason		
2 <input type="checkbox"/> Vague, but plausible	2 <input type="checkbox"/> Factual, but somewhat vague and/or connections to reason not clear		
0 <input type="checkbox"/> Not clear and/or not plausible	0 <input type="checkbox"/> Detail(s) reflect opinion (rather than being factual) and/or do not directly support and/or clarifies reason		
4 <input type="checkbox"/> Clear and plausible	4 <input type="checkbox"/> Factual and directly supports and/or clarifies reason		
2 <input type="checkbox"/> Vague, but plausible	2 <input type="checkbox"/> Factual, but somewhat vague and/or connections to reason not clear		
0 <input type="checkbox"/> Not clear and/or not plausible	0 <input type="checkbox"/> Detail(s) reflect opinion (rather than being factual) and/or do not directly support and/or clarifies reason		
4 <input type="checkbox"/> Clear and plausible	4 <input type="checkbox"/> Factual and directly supports and/or clarifies reason		
2 <input type="checkbox"/> Vague, but plausible	2 <input type="checkbox"/> Factual, but somewhat vague and/or connections to reason not clear		
0 <input type="checkbox"/> Not clear and/or not plausible	0 <input type="checkbox"/> Detail(s) reflect opinion (rather than being factual) and/or do not directly support and/or clarifies reason		
CONCLUSION			
4 <input type="checkbox"/> Conclusion restates position and strongest supporting reason	2 <input type="checkbox"/> Conclusion restates position	0 <input type="checkbox"/> Does not address a meaningful conclusion about position	

TOPIC / ISSUE		1 <input type="checkbox"/> Precisely worded	0 <input type="checkbox"/> Imprecise	<i>Is about...</i>
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0 <input type="checkbox"/> Not clear and/or not plausible	0 <input type="checkbox"/> Detail(s) reflect opinion (rather than being factual) and/or do not directly support and/or clarifies reason			
CONCLUSION				
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STRUCTURED-INQUIRY

The PROBE Steps

Present the challenge

- Begin by briefly discussing a current issue that students can emotionally relate to and that is also tied in with the lesson's *Compelling Question*.
- Once students are engaged in discussing the issue, introduce the *Compelling Question* (noted at the top of the DVT) and then briefly explain the relationship between the question and the current issue.
- Present the "Challenge" (problem, task, and/or topic that addresses the *Compelling Question* about which the student teams investigate and later communicate results of their research in a range of ways).

Reveal parameters

- Communicate the requirements for undertaking the investigation and for creating permanent products designed to communicate findings.
- Include specific information about how the teams will be evaluated (e.g., use of rubrics to evaluate permanent products, evaluation of collaboration and research strategies the teams employed, evaluation of individual students' work as well as understanding of content information addressed by the *Essential Question*).

Optimize goals

- Facilitate student-development of goals related to use of investigative processes (e.g., use of collaboration skills, work habits, project planning, finding, evaluating and assimilating information) as well as goals pertaining to project-outcomes (e.g., quality of permanent products and/or performances such as presentations).

Be the coach

- Provide background information fundamental to the *Compelling Question*; co-construct DVT notes as needed
- Participate in the research process to model and guide critical research strategies as needed.
- Fade assistance as soon as possible; monitor the processes students are using while serving as a guide-on-the-side.
- Resist temptations to jump in uninvited to direct the process for students.
- Structure times for teams to receive feedback (e.g., due dates for teams to make progress reports, submit drafts of permanent products, etc.).

Evaluate

- Using rubrics, teams evaluate team-processes (e.g., how well the team collaborated) as well as evaluation of team-produced products (e.g., quality of DVT notes).
- Using rubrics, individual students engage in self-evaluation (e.g., contributions to the project; quality of presentation / individually composed essays).
- Using a variety of formative assessment tools and strategies, teacher evaluates evidence of students' knowledge of essential understandings of content associated with the *Essential Question*, and use of targeted skills.

Each DVT has a set of "Instructional Tips" that provide suggestions for how one might use it when facilitating structured-inquiry instruction.

The Instructional Tips for individual DVTs

These are terms likely to require defining and that may be important for students to learn and remember. These are suggestions, thus, you should modify this list based on your expertise and the unique needs of your students.

In-class can be fun and highly engaging activities. If you decide to include a debate, you can use the suggested prompt or create your own. Consider using the DEBATE Strategy DVT (pp. XXX).

A powerful way to motivate students at the beginning of the lesson is to engage them in a dialogue about an issue closely related to the compelling question targeted by the DVT.

The nature of PROBE Inquiry Projects is limited only by your own imagination and that of your students. Noting here is a sample "Challenge" for students. Feel free to use the sample "Challenge" provided or make up your own.


"ESSENTIAL QUESTIONS" are based on the C3 and NCGS standards related to the targeted DVT's Compelling Question

"WHAT IF" QUESTIONS can be used at the beginning of a lesson to spur curiosity or interest in the topic and/or near the end of a lesson extend learner's understanding

Are government and politics necessary? Instructional Tips	
ESSENTIAL QUESTIONS	
<p>How do the purposes of a government affect relationships between the individual and government and between government and society?</p> <p>What values and principles are basic to American constitutional democracy?</p>	<p>SUGGESTED WHAT IF... QUESTIONS</p> <p>What if government restricted individuals from ever peacefully conducting protests and demonstrations?</p> <p>What benefits and/or detriments would restrictions have on individuals & society?</p>
SUGGESTED VOCABULARY	
civic life private life government politics authority power supremacy clause sovereignty judicial review	
POTENTIAL CLASS DEBATE PROMPT	
The Supreme Court Ruling known as <i>Citizens United</i> essentially made it legal for corporations to donate unlimited sums of money to support campaign funds of individual politicians. This needs to be over-ruled because the result is undermining democracy because of its effect on politics. Agree or Disagree.	
SAMPLE ISSUE TO BEGIN DISCUSSING BEFORE INTRODUCING THE COMPELLING QUESTION	
People are constantly complaining about government interference in our lives and having to pay taxes. As a group, politicians are among the least liked and least trusted individuals. People are sick and tired of the negativity that happens during elections. How do you feel about government and politics?	
SAMPLE PROBE CHALLENGE	
A meteor hit earth and destroyed most of the population and environment. Small groups of survivors in various geographic areas of the United States are trying to build a new society. 5-7 representatives from each area have decided to meet and discuss the possibility of creating a government. Your team's challenge is to design a new government, and present your recommendations to your class for critique.	
SAMPLE PROBE PARAMETERS	
Each team of representatives will research the topic and then collaborate about the arguments for politics and government in their new societies to complete the DVT together. (Individuals may refer to cause and effect events they remember from history when discussing arguments for politics and government.) Each team of representatives will present their DVT orally to the other teams of representatives with thorough explanation of their reasons, including the examples. (Each team may want to name their new society and discuss the population traits of their citizens and geographic areas to support their arguments.) Individual students use the completed <i>Why Politics & Government are Necessary</i> DVT as a guide to compose an expository essay about what s/he believes to be the <u>most important</u> argument in support of why we need politics and government.	
BE THE COACH-- SUGGESTIONS FOR ADDRESSING FUNDAMENTAL INFORMATION	
Discuss with the class each "purpose of government" (see list at the bottom of the <i>Major Argument for Necessity of Politics & Government</i> textbox on the DVT). Then, consider using the <i>Rank & Share Review</i> (pg. XX) stratagem. Here, students rank order the purposes most-to-least important and provide rationales for their rankings. Model and guide the process of completing the DVT by constructing notes for one of major arguments. Then have teams of students begin the process of implementing their PROBE project.	

Parameters establish the specific expectations that the investigating teams are expected to meet and include information about specific required assignments teams will complete and be evaluated. Listed here are sample parameters that might accompany the sample Challenge listed above it. Feel free to use it or establish your own based on the characteristics of your students.

Effective coaches provide instruction in important background "fundamental information" needed to set the stage for extending the knowledge into the realm of application. This section provides suggestions for how to address the fundamental information targeted by the DVT and provides recommendations for specific *DVT Stratagems* that may be particularly good to use when addressing the fundamental information.

Are government and politics necessary? Instructional Tips							
	<table border="1"> <thead> <tr> <th style="text-align: center;">ESSENTIAL QUESTIONS</th> <th style="text-align: center;">SUGGESTED WHAT IF... QUESTIONS</th> </tr> </thead> <tbody> <tr> <td>How do the purposes of a government affect relationships between the individual and government and between government and society?</td> <td>What if government restricted individuals from ever peacefully conducting protests and demonstrations?</td> </tr> <tr> <td>What values and principles are basic to American constitutional democracy?</td> <td>What benefits and/or detriments would restrictions have on individuals & society?</td> </tr> </tbody> </table>	ESSENTIAL QUESTIONS	SUGGESTED WHAT IF... QUESTIONS	How do the purposes of a government affect relationships between the individual and government and between government and society?	What if government restricted individuals from ever peacefully conducting protests and demonstrations?	What values and principles are basic to American constitutional democracy?	What benefits and/or detriments would restrictions have on individuals & society?
ESSENTIAL QUESTIONS	SUGGESTED WHAT IF... QUESTIONS						
How do the purposes of a government affect relationships between the individual and government and between government and society?	What if government restricted individuals from ever peacefully conducting protests and demonstrations?						
What values and principles are basic to American constitutional democracy?	What benefits and/or detriments would restrictions have on individuals & society?						
SUGGESTED VOCABULARY							
civic life private life government politics authority power supremacy clause sovereignty judicial review							
POTENTIAL CLASS DEBATE PROMPT							
The Supreme Court Ruling known as <i>Citizens United</i> essentially made it legal for corporations to donate unlimited sums of money to support campaign funds of individual politicians. This needs to be over-ruled because the result is undermining democracy because of its effect on politics. Agree or Disagree.							
SAMPLE ISSUE TO BEGIN DISCUSSING BEFORE INTRODUCING THE COMPELLING QUESTION							
<i>People are constantly complaining about government interference in our lives and having to pay taxes. As a group, politicians are among the least liked and least trusted individuals. People are sick and tired of the negativity that happens during elections. How do you feel about government and politics?</i>							
SAMPLE PROBE CHALLENGE							
A meteor hit earth and destroyed most of the population and environment. Small groups of survivors in various geographic areas of the United States are trying to build a new society. 5-7 representatives from each area have decided to meet and discuss the possibility of creating a government. Your team's challenge is to design a new government, and present your recommendations to your class for critique.							
SAMPLE PROBE PARAMETERS							
<p>Each team of representatives will research the topic and then collaborate about the arguments for politics and government in their new societies to complete the DVT together. (Individuals may refer to cause and effect events they remember from history when discussing arguments for politics and government.)</p> <p>Each team of representatives will present their DVT orally to the other teams of representatives with thorough explanation of their reasons, including the examples. (Each team may want to name their new society and discuss the population traits of their citizens and geographic areas to support their arguments.)</p> <p>Individual students use the completed <i>Why Politics & Government are Necessary</i> DVT as a guide to compose an expository essay about what s/he believes to be the <u>most important</u> argument in support of why we need politics and government.</p>							
BE THE COACH – SUGGESTIONS FOR ADDRESSING FUNDAMENTAL INFORMATION							
Discuss with the class each "purpose of government" (see list at the bottom of the "Major Argument for Necessity of Politics & Government" textbox on the DVT). Then, consider using the <i>Rank & Share Review</i> (pg. XX) stratagem. Here, students rank order the purposes most-to-least important and provide rationales for their rankings. Model and guide the process of completing the DVT by constructing notes for one of major arguments. Then have teams of students begin the process of implementing their PROBE project,							

The PROBE Project Planner is used to plan inquiry-based learning experiences. Figure 3 illustrates the steps for completing the organizer.

STRUCTURED-INQUIRY
The PROBE Project Planner

The extensive use of checklists on the Probe Planner significantly reduce cognitive load when planning and minimize the amount writing.

See pg. XX for a blackline master of the project planner

1 Select one of the *Compelling Questions*

2 Note *Related Essential Questions*

3 Identify a contemporary issue students will emotionally connect with that is related to the *Compelling Question*

4 Note the "Challenge" (problem, task, and/or topic that addresses the Essential Question about which the student teams investigate

10 Identify fundamental information that will require explicit instruction...
... and critical-to-learn vocabulary terms

11 Select the high-student engagement stratagems to employ when facilitating instruction in fundamental knowledge targeted by the DVT.

FIGURE 3

Present the challenge

Compelling Question DVT

Are government and politics necessary? Is the U.S. form of constitutional government the best type?

How can purposes of government conflict? Why does the U.S. Constitution limit powers?

Why is the Rule of Law important? What is life like in countries that have limited vs. unlimited governments?

Why do we have a constitution?

Related Essential Questions

Student-relevant ISSUE related to Compelling Question

The Challenge...

Reveal parameters Select required elements

Time Frame Date

Progress Report _____

Draft product submission _____

Final product submission _____

Information Sources Note specific requirements below

Digital or hardcopy articles

Video / pictures

Interview expert(s)

Observation

OTHER

Permanent Products Select required products

Compelling Question DVT Individually authored composition

Author Bias DVT Poster

Vocabulary Connections DVT Performance video

Reasons on Support DVT Original graphic organizer

DEBATE Strategy DVT Digital presentation

DRAFT Plans DVT OTHER

Optimize goals

Knowledge Goals

Explain 'gist' of key ideas Identify ideas' distinctive features Provide / explain examples of ideas Compare / contrast ideas Explain relationships between ideas

Pre-determine specific areas for which the class needs to refine skills → Provide teams with a limited number of choices from which they select as goals.

Collaboration Skills that need developing _____

Worker Qualities that need developing _____

Literacy Skills that need developing _____

Be a coach → Provide explicit instruction in a topic's fundamental information, then coach skills & strategies as students research the topic.

NOTES about fundamental information to address...

Essential Vocabulary _____

How the Compelling Question DVT will be used when addressing foundational information (see pg. XX-XX)

<input type="checkbox"/> Advance Organizer	<input type="checkbox"/> Co-constructed Notes	<input type="checkbox"/> Reading Search & Share	<input type="checkbox"/> Essential Questions Game
<input type="checkbox"/> Question Generator	<input type="checkbox"/> Pause Pair-share	<input type="checkbox"/> Pause Pair-share	<input type="checkbox"/> Numbered Heads: Questions
<input type="checkbox"/> Clarification Needed	<input type="checkbox"/> Guided Reading	<input type="checkbox"/> Collaborative Writing	<input type="checkbox"/> Pain-to-Pain Verbal Elaboration
<input type="checkbox"/> Example Generator	<input type="checkbox"/> Guided Media Analysis	<input type="checkbox"/> Rank & Share Review	<input type="checkbox"/> Rotated DVTs
<input type="checkbox"/> Rank & Share Preview	<input type="checkbox"/> Jig-saw Reading	<input type="checkbox"/> Jig-saw Development	<input type="checkbox"/> OTHER

Evaluate

Evaluating Knowledge

	Teacher Uses	Team Uses	Student Uses
DVT Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated Q/A Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objective Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluating Skills

	Teacher Uses	Team Uses	Student Uses
Summarizing Text → DVT Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Author Bias Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expository Writing Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEBATE Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worker Quality Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

5 Determine *Time Frame* parameters

6 Select types of information sources student will be expected to access during research process

7 Select types of permanent products teams will produce to communicate results of their research

8 Select goals for types of knowledge that students will demonstrate

9 Determine skills that will become the focus of students' goals

12 Select formative assessment tools that to be used by individual students, teams, and/or the teacher to assess **knowledge** of key ideas and **literacy skills**

Figure 4 illustrates a sample of a completed project planner.

FIGURE 4

STRUCTURED-INQUIRY

The PROBE Project Planner

See pg. XX for a blackline master of the project planner

Present the challenge

Compelling Question DVT

Are government and politics necessary? Is the U.S. form of constitutional government the best type?
 How can purposes of government conflict? Why does the U.S. Constitution limit powers?
 Why is the Rule of Law important? What is life like in countries that have limited vs. unlimited governments?
 Why do we have a constitution?

Related Essential Questions
How do the purposes of a government affect relationships between the individual and government and between government and society? What values and principles are basic to American constitutional democracy?

Student-relevant ISSUE related to Compelling Question
Should ALL persons living in countries whose primary religion is Muslim & where known Muslim terrorists live be banned from entering the U.S.? non-discrimination on the basis of religion U.S. values → safe-haven for persecuted people VS. protecting the U.S. from terrorist attack

The Challenge...
"TV News" team reports on a (fictitious) protest march about citizens who oppose (or support) a new immigration policy (1) research info & complete DVT (2) compose 7 min. news report (3) video reporter (4) each student composes 2 pg. essay explaining connections between news report & Purposes of Gov. DVT (5) team shows video / explains video/ DVT connections to class

Reveal parameters

Select required elements

Time Frame	Date	Information Sources	Note specific requirements below
<input type="checkbox"/> Progress Report		<input checked="" type="checkbox"/> Digital or hardcopy articles	View YouTube: "Protests across US against Trump's immigration ban"
<input checked="" type="checkbox"/> Draft product submission	Oct. 23	<input checked="" type="checkbox"/> Video / pictures	Read: "Trump's immigration ban sends shockwaves"
<input checked="" type="checkbox"/> Final product submission	Oct. 27	<input type="checkbox"/> Interview expert(s)	http://www.cnn.com
		<input type="checkbox"/> Observation	
		<input type="checkbox"/> OTHER	

Permanent Products Select required products

<input checked="" type="checkbox"/> Compelling Question DVT	<input checked="" type="checkbox"/> Individually authored composition
<input type="checkbox"/> Author Bias DVT	<input type="checkbox"/> Poster
<input type="checkbox"/> Vocabulary Connections DVT	<input checked="" type="checkbox"/> Performance video
<input type="checkbox"/> Reasons & Support DVT	<input type="checkbox"/> Original graphic organizer
<input type="checkbox"/> DEBATE Strategy DVT	<input type="checkbox"/> Digital presentation
<input type="checkbox"/> DRAFT Plans DVT	<input type="checkbox"/> OTHER

Video (7 min.)
Simulated News Anchor interviewing guest "experts"
 - Expert #1: Pro - immigration policy perspective
 - Expert #2: Anti-policy perspective
Post-video explanation to class:
Must make connections b/w DVT ideas & experts' comments

Composition -
 • 2 pages, double space - include info from each part of DVT
 • Cite sources

Optimize goals

Optimize goals **Knowledge Goals**

Explain 'gist' of key ideas Identify ideas' distinctive features Provide / explain examples of ideas Compare / contrast ideas Explain relationships between ideas

Skills Goals
 Pre-determine specific areas for which the class needs to refine skills → Provide teams with a limited number of choices from which they select as goals.
 Collaboration Skills that need developing Worker Qualities that need developing Literacy Skills that need developing

- Listening w/o interrupting
- Encouraging others
- Establishing / keeping timelines
- Checking for quality
- Organizing / prioritizing tasks
- Noticing how others think

Be a coach

→ Provide explicit instruction in a topic's fundamental information, then coach skills & strategies as students research the topic
 NOTES about fundamental information to address...

Need to explain / discuss each of the purposes of government listed on DVT

Essential Vocabulary civic life private life government sovereignty politics authority power supremacy clause judicial review

How the Compelling Question DVT will be used when addressing foundational information (see pg. XX-XX)

<input type="checkbox"/> Advance Organizer	<input type="checkbox"/> Co-constructed Notes	<input type="checkbox"/> Reading Search & Share	<input type="checkbox"/> Essential Questions Game
<input type="checkbox"/> Question Generator	<input type="checkbox"/> Pause Pair-share	<input type="checkbox"/> Pause Pair-share	<input type="checkbox"/> Numbered Heads: Questions
<input type="checkbox"/> Clarification Needed	<input checked="" type="checkbox"/> Guided Reading	<input checked="" type="checkbox"/> Collaborative Writing	<input type="checkbox"/> Pair-to-Pair Verbal Elaboration
<input type="checkbox"/> Example Generator	<input checked="" type="checkbox"/> Guided Media Analysis	<input type="checkbox"/> Rank & Share Review	<input type="checkbox"/> Rotated DVTs
<input type="checkbox"/> Rank & Share Preview	<input type="checkbox"/> Jig-saw Reading	<input type="checkbox"/> Jig-saw Development	<input type="checkbox"/> OTHER _____

Evaluate

Evaluating Knowledge	Teacher Uses	Team Uses	Student Uses	Evaluating Skills	Teacher Uses	Team Uses	Student Uses	NOTES
DVT Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Summarizing Text → DVT Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Annotated Q/A Notes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Author Bias Rubric	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Objective Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expository Writing Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Student Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DEBATE Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presentation Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				Collaboration Observations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				Worker Quality Observations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				OTHER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☺ Mary & Dave - explain ideas on DVT to me in lieu of essay

Present the challenge

Compelling Question DVT

- Are government and politics necessary?
- Is the U.S. form of constitutional government the best type?
- How can purposes of government conflict?
- Why does the US Constitution limit powers?
- Why is the Rule of Law important?
- What is life like in countries that have limited vs. unlimited governments?
- Why do we have a constitution?

Related Essential Questions

How do the purposes of a government affect relationships between the individual and government and between government and society?
 What values and principles are basic to American constitutional democracy?

Student-relevant ISSUE related to Compelling Question

Should ALL persons living in countries whose primary religion is Muslim & where known Muslim terrorists live be banned from entering the U.S.?

non-discrimination on the basis of religion vs. protecting the U.S. from terrorist attack
 U.S. values → safe haven for persecuted people

The Challenge...

"TV News" team reports on a (fictitious) protest march about citizens who oppose (or support) a new immigration policy (1) research info & complete DVT (2) compose 7 min. news report (3) video reporter (4) each student composes 2 pg. essay explaining connections between news report & purposes of Gov. DVT (5) team shows video / explains video/ DVT connections to class

Reveal parameters

Select required elements

Note specific requirements below

Time Frame

View YouTube: "Protests across US against Trump's immigration ban"
 Read: "Trump's immigration ban sends shockwaves"
<http://www.dvm.com>

- Information Sources
- Progress Report
 - Digital or hardcopy articles
 - Draft product submission Oct. 23
 - Video / pictures
 - Final product submission Oct. 27
 - Interview expert(s)
 - Observation
 - OTHER

Video (7 min.)

- Simulated News Anchor interviewing guest "experts"
- Expert #1: Pro - immigration policy perspective
- Expert #2: Anti-policy perspective
- Post-video explanation to class:
- Must make connections b/w DVT ideas & 'experts' comments

Permanent Products

Select required products

- Compelling Question DVT
- Individually authored composition
- Author Bias DVT
- Poster
- Vocabulary Connections DVT
- Performance video
- Reasons & Support DVT
- Original graphic organizer
- DEBATE Strategy DVT
- Digital presentation
- DRAFT Plans DVT
- OTHER

Composition -

- 2 pages, double space - include info from each part of DVT
- Cite sources

Optimize goals

- Explain 'gist' of key ideas
- Identify ideas' distinctive features

Knowledge Goals

- Provide / explain examples of ideas
- Compare / contrast ideas
- Explain relationships between ideas

Skills Goals

- Pre-determine specific areas for which the class needs to refine skills → Provide teams with a limited number of choices from which they select, as goals.
- Collaboration Skills that need developing
- Worker Qualities that need developing
- Establishing / keeping timelines
- Checking for quality
- Organizing / prioritizing tasks
- Noticing how others think

Be a coach → Provide explicit instruction in a topic's fundamental information, then coach skills & strategies as students research the topic
 NOTES about fundamental information to address...

Need to explain / discuss each of the purposes of government listed on DVT

Essential Vocabulary

civic life private life government politics authority power supremacy clause sovereignty judicial review

- Advance Organizer
- Question Generator
- Clarification Needed
- Example Generator
- Rank & Share Preview

- Reading Search & Share
- Pause Pair-share
- Collaborative Writing
- Rank & Share Review
- Jig-saw Development
- Essential Questions Game
- Numbered Heads: Questions
- Pair-to-Pair Verbal Elaboration
- Rotated DVTs
- OTHER

How the Compelling Question DVT will be used when addressing foundational information (see pg. XX-XX)

Evaluate

Evaluating Knowledge

Teacher Use	Team Uses	Student Uses
<input checked="" type="checkbox"/> DVT Rubric	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Annotated Q/A Notes	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Objective Test	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Student Essay	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> OTHER	<input type="checkbox"/>	<input type="checkbox"/>

Evaluating Skills

Teacher Uses	Team Uses	Student Uses
<input type="checkbox"/> Summarizing Text → DVT Rubric	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Author Bias Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Expository Writing Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> DEBATE Rubric	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Presentation Rubric	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Collaboration Observations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Worker Quality Observations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> OTHER	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

Mary & Dave - explain ideas on DVT to me in lieu of essay

The Big Picture

*Putting it all
together*

Phase 1 : Planning DVT Instruction

1. Select a Compelling Question DVT that addresses C3 and/or NCGS Civics / Government learning standard you wish to teach (see pp. XX-XX)
2. Review the targeted Compelling Question DVT Sample (see Appendix A: DVT Samples pp. XX-XX)
3. Complete the PROBE Project Planner
 - Review the *Instructional Tips* (pp. XX—XX) provided for the targeted DVT; feel free to incorporate these ideas into your plan, adapt them, or use your own ideas when developing your plan.
 - Review the *Cue * Do * Review Stratagems* (pp. XX—XX) to decide which might be used to enhance student engagement when teaching foundational information associated with the targeted Compelling Question DVT.
 - Review the *Research Literacy* DVTs to decide which might be integrated into the instructional sequence; see *Instructional Tips* (pp. XX—XX) for ideas about each might be used.
4. Determine compositions of student-teams.
 - Teams of 4 or 6 students each.
 - Never more males than females on a team
 - Mixed-ability level team members
 - Carefully consider students who should and should not be placed together on the same teams.
 - Roles of each team-member assigned by the teacher
 - Team Facilitator Group Speaker
 - Materials Manager Time Keeper
 - Scribe Recorder Quality Keeper

Phase 2 : Facilitating Structured-inquiry Learning

The PROBE Steps reflect the recommended instructional sequence.

Keep in mind that, in most instances, you will need to provide a degree of explicit instruction that addresses fundamental knowledge associated with the targeted DVT. The extent of explicit instruction required will vary, depending on your students' background knowledge and learning characteristics. As a general rule, the less background knowledge students have, coupled with the greater degree of struggling they experience with learning, the more explicit instruction will be required.

Phase 3 : Evaluating outcomes

Maximize opportunities for students to use the various DVT Rubrics to self- (or group-) evaluate their knowledge, research literacy skills, performances, and permanent products.

Via class discussion, encourage students to reflect on the usefulness of various learning tools (e.g., the DVTs, the Rubrics, etc.) as well as learning activities you employed during instruction.

Use multiple sources of information (rubrics, team presentations, written products) as well as class discussions about their learning experiences to guide future instruction.