

Learning Steps in an Inquiry Process

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Three
Suggested Duration:

Stage 1 Desired Results

Established Goals

GLE 3.1.1; LM 1:4.4 Students will identify and practice the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product).

Understandings

- We can use the steps of an inquiry process to learn new information about Montana Indian tribes and reservations (GLE 3.1.1.)
- The steps of the inquiry process are similar to those we use in scientific inquiry and in library inquiry (GLE 3.1.1).

Essential Questions

- What are some good ways to identify questions or problems we would like to research?
- Where can we find the information we need? How do we determine what library sources to use? What other resources could we use?
- What questions would be good to ask? What do we want to know?
- Where could we find information about Montana Indian tribes and reservations?

Students will be able to...

- use the steps of the inquiry process as they research information for their assignments.
- define tribe, culture, and reservation in their notebooks and on class assignments and take notes about the tribes they research.
- correctly label the seven Montana Indian reservations on a map, as an assignment.
- label the 12 Montana Indian tribes as they relate to reservations/primary sites of residence.
- talk about their map and their notebook and share information with others in the classroom context.
- talk about the characteristics of all 12 tribes, using their notes and worksheets they have produced as they compared information about tribes.



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- keep a notebook or log of the new words they have learned and review this information at intervals decided by the teacher.
- create a new product (such as a report) from the information gathered using their own words – they should not copy a report word-for-word.

Students will know...

- inquiry process steps are useful guides when we need to find information and make reports about our new knowledge (GLE 3.1.1).
- the steps, which include:
 - identify a question or a problem and write it.
 - Locate resources and materials that can be used to answer our question or problem.
 - Gather (write down) information that can be used to answer the question or problem.
- good readers evaluate the information they find (GLE 1.2; RDG GLE 3h; ML 1.4.4).
- good readers identify their purposes for reading and select material to meet the purpose (RDG GLE 3.h)
- good readers compare and integrate information from two sources (RDG GLE k).
- good readers set appropriate reading goals so they target the information they need (RDG GLE 3.g; ML 1.4.4)

Stage 2 Assessment Evidence

Performance Tasks

1. Each student uses the Inquiry Process steps to get information and synthesize that information as he/she performs library research, does classroom assignments, and makes maps and notebooks.

Stage 3 Learning Plan

Learning Activities:

This lesson/topic provides an opportunity to do research on some Montana tribes and the seven reservations. Students should learn the names of the seven Montana reservations as third graders; this is essential building block information they will need as they progress through the grades. For example, by the end of the fourth grade, students will also know the names of the 12 Montana tribes and basic information about every Montana tribe.

“Did You Ever Wonder?”

Day 1

Use a large piece of roll paper so the activity can be saved. Use either a Venn Diagram, or draw a Tree Base. In the center of the Venn Diagram, or on the trunk of the tree, label as “question/problem”. Ask students to provide any/all questions/problems they can think of that they would like to know more

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about. As students supply these questions, add branches or smaller circles to the diagram, using the student input. Next, have students determine source materials where they might find information regarding their questions, and show these with smaller lines coming off Venn Diagrams or small branches off of larger branches of the tree. This portion of the lesson should be posted on the wall for further reference as the lesson progresses.

Ask small groups to choose a question/problem, make a list of what they want to know and where they could find information specific to their question/problem. Student groups gather information from sources identified and generate findings. Each group records findings before reporting back to whole group.

Day 2

Apply method from Day 1, using Montana Indian Reservations and Tribes.

All work generated by this activity should be placed “on the wall” for reference and reinforcement of concept of inquiry process as students will use the inquiry process frequently in social studies and in science.

Management Tip: After each lesson session provide notebook/journaling time and a very quick map review of reservation locations. These serve as great closure activities, and takes very little time.

Group develops list of possible research topics, as per group comfort with inquiry process.

Resources

Make a large poster (laminated if possible so you can write on it with a water base marker) of the steps in the inquiry process and place it on the wall of your classroom for easy reference by students.

Teacher Resources

List of Fiction/Nonfiction books about Montana Indians available in the library and the classroom.

Fox, Ed.D., Sandra J. [*Connecting Cultures & Classrooms*](#), Helena, MT: Montana Office of Public Instruction, 2006.

[*Montana Indians Their History and Location*](#), Helena, MT: Montana Office of Public Instruction, 2016. This may be used as an information source.