

Inquiry Arc for WWII

DEVELOPING QUESTIONS AND PLANNING INQUIRIES

Ask focusing questions that will lead to independent research.

1. Given an essential question generate or select from a list focusing questions that answer the essential question.

APPLYING DISCIPLINARY TOOLS AND CONCEPTS

What makes historically significant?

EVALUATING SOURCES AND USING EVIDENCE

Gather relevant information from credible sources and determine whether they support each other.

1. Find at least 3 narratives from a variety of sources – [Video](#), RMS Databases, public library databases, and books.
2. Consider finding a video clip – RMS and Public Library Databases, YouTube, credible web pages. Be sure to record in your research notes each video that you previewed. Note if the information is consistent with the other information you found in the credibility column in your research notes.
3. Images – Seek to find images in databases first. If you need to do a Google search, you must be able to follow the image back to the web source to determine the credibility of the image. Then cite the image at the web source.
4. Research notes in Google Classroom – be sure research notes are fully completed. If you used public library resources, please emphasize your effort with yellow highlights. You should have 3-5 notes per source when possible.

COMMUNICATING CONCLUSIONS

Using a variety of media present explanations that would appeal to audiences even outside the classroom.

1. Create a Google Slides presentation that combines information in a unique yet respectful way, demonstrates a high level of thought, shows deep learning, and answers the essential question. Use template in Google Classroom.
2. Presentation should be 3-6 minutes.
3. Using the Google Doc provided create peer notes that are easy to follow and interactive. See Peer Notes on [WWII page](#).
4. Create and use notecards to support presentation and allow you to keep your face to your audience.
5. Presentation includes an introduction that connects the reader to developments in broader historical contexts by briefly introducing the reader to the subject with relevant historical context. See [Rubric](#)
6. There is a claim that answers the essential question: What makes something historically significant.
7. Practice appropriate volume, tone, eye contact and posture to project confidence.
8. Plan for presentation to be evenly shared among the team members with seamless transitions from person to person. Teachers are impressed when students dress up for their presentation.

Appropriately cite all sources utilized.

1. On each [slide](#) of the presentation appropriately label all evidence clearly and consistently with an in-text citation. Use the same fonts as the rest of the slide only smaller. In-text citations on the slides do not need to be read from the back of the room. If all information on the slide is from the same source, one citation in the bottom right-hand corner is appropriate.
2. If you directly quote anything, introduce it with an attributive tag from your note cards.
3. Follow MLA8 to generate a works cited page.