Inquiry Design Model (IDM)™ Blueprint CHECKLIST

Compelling Question	• Is the question relevant and rigorous? Intellectually meaty and kid friendly? • Is the question closely connected to the standard or objective? • Will the question allow for meaningful exploration of an idea? (Remember: Inquiries are smaller than a Unit/Module; bigger than a lesson plan) • Will the question result in students building a summative argument? (Remember: a compelling question can be answered with "yes" or "no" but elaborated upon by the student) *Recommendation: One of the most valuable exercises in drafting compelling questions is developing argument stems once you have landed on a compelling question. This process helps to: 1) see if the compelling question worked (it allows students to form an argument) and 2) create a road map for the supporting questions (in order to develop the content and skills for these arguments, you need to cover a, b, c, d…..).*
Standards and Practices	• Is the standard(s) selected clearly connected to the outcomes of the formative and summative tasks? In other words, as you look across the tasks, will students have the opportunity to wrestle with the ideas within the selected standard(s)? *Recommendation: Choose no more than 2 standards or objectives. While you may touch on more than that in a thematically oriented inquiry, select the objectives that are most directly tied to the inquiry.*
Staging the Question	• Is the exercise engaging? • Will students be able to make connection between exercise, question, and inquiry? • Does the activity allow students to wrestle with an intellectual idea embedded within the question (e.g., for the compelling question: Was the French Revolution successful? Students wrestle the idea of revolutions today)? *Recommendation: Create Staging the Compelling Question exercises so they are 10-30 minute experiences that spark students' curiosity and allow them to glimpse or wrestle with the inquiry ideas that will unfold.*

Supporting Question 1	Supporting Question 2	Supporting Question 3

• Do the supporting questions have a content logic or sequence?
  o Do the questions help to posthole the content of the inquiry? For example, in an inquiry about the French Revolution, the questions stage over 10 years beginning move chronologically from a) pre-revolution b) early stages with deposing of King c) Reign of Terror and d) rise of Napoleon. Not all inquiries will move this way but a clear logic is present.
• Do the supporting questions have a pedagogical logic or sequence?
  o Do the questions sequence in such a way that moves students from less complexity to more complexity? For example, in an inquiry about the French Revolution, the questions begin with "what" and move to "how" and then to "did".
• Do the supporting questions help frame an explanation or claim making exercise?
• Will students who have answered the supporting questions be set up to answer the compelling question? Are there any major holes in the content that they will need?

Recommendation: Two types of logic play out when designing inquires – a content logic and a pedagogical logic. We sometimes talk about that logic using the construction metaphor of plum lines. There should be a logical progression (a plum line) that stretches across the supporting questions, formative tasks, and sources representing a pedagogical logic and a content logic. Before designing tasks or supporting questions, outline a "good" argument to the compelling question. Use this as the criteria/direction for building supporting questions and tasks. As you build you content logic within supporting questions, sequence them in such a way that they build collectively toward a cohesive understanding of the inquiry topic and provide students the key content ideas that they will need to build a strong summative argument.

Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3

- Do the formative performance tasks clearly connect to the supporting questions?
- By assessing these tasks, will you feel comfortable that students understand the answer to the supporting question?
- Is there a pedagogical logic to the tasks? Do they stage both content and skill experiences in a way that prepare students for the summative argument?
- Do the formative performance tasks vary by type and outcome? For example, students should be able to express themselves in a variety of ways—written, oral, and graphical forms. Do the tasks set them up to engage with the material creatively and in different ways (e.g., creating a t-chart, writing a paragraph, debating/discussing an idea, researching sources, developing a claim)?

Recommendation: Pedagogic logic means thinking about the best tasks to answer the supporting questions as well as thinking about how those tasks build on skills that help students create an argument. For example, if students need to make an argument about the success of the French Revolution—they will need to know on what the French people wanted from the revolution as well as the revolutionary outcomes. If students are going to write an evidence based argument, they will need experiences working with historic sources, pulling information from the sources, and making claims with evidence from the sources.

Featured Sources	Featured Sources	Featured Sources

- Do the selected sources help students a) generate curiosity about the supporting question; b) build background knowledge to answer supporting question or c) construct claims with evidence?
- Are the sources grade appropriate or are they modified or adapted to meet the needs of each learner?
- Do they sources vary in type? Students should engage with the vast scope of disciplinary sources in the social studies, including maps, journals, images, charts, secondary interpretations, etc.

Recommendation: Less in more with sources. While we want students to read a variety of sources types, one "deep dive" into a rich and engaging source may be better than a deluge of sources that students neither have the time nor capacity to make sense of. For each supporting question, try focusing your efforts on 1-3 sources.

Summative Performance Task	Argument	• Are students answering the compelling question in the form of an argument? • Have you chosen a format for the argument (written, oral, or multi-modal) that is best suited for *your* students? • Have students had an opportunity to practice elements of argument construction within the inquiry? • Have you included your expectations/criteria for what a solid argument looks like for *your* students?
	Extension	• Does the extension exercise help students to elaborate their ideas about the compelling question? • Does the extension allow for creative expression of the summative argument?

Taking Informed Action	• Does the Taking Informed Action include all three steps including:
	  ○ *understanding* a problem/issue related to the inquiry?
	  ○ *assessing* options for action including considering alternative perspectives, scenarios, or options?
	  ○ *Acting* on an issue or a problem related to inquiry?
	• Does the Taking Informed Action opportunity directly relate to the inquiry?
	• Does the Taking Informed Action allow for divergence of political thought or ideology?
	• Does the Taking Informed Action experience pair well with overall curriculum and your comfort level as a teacher?

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