

Inquiry-Based Teaching and Learning

Understanding Muslim Societies:

What is going on here?

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What is going on here?

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- An inquiry-based lesson on political change in contemporary Muslim societies.
- Inspired by CT-WAC workshop on Turkey and subsequent CTWAC/TCF field study in Turkey
- Based upon firsthand experiences in Taksim Square and Gezi Park
- Uses the CCSS and C3

Watch the video clips

STUDENT HANDOUT 1

- Check the vocabulary list on your handout and follow the directions.
- Add items as necessary as you watch.
- What is going on?

Videos

- <http://www.cnn.com/video/?/video/international/2013/06/23/pkg-watson-turkey-violent.cnn&iref=videosearch>
- <http://video.msnbc.msn.com/newsnation/52775242>
- <http://video.foxnews.com/v/2520427086001/is-arming-syrian-rebels-the-right-answer/>
- <http://globalpublicsquare.blogs.cnn.com/2013/08/24/why-discontent-may-be-good-thing-in-long-run/?iref=allsearch>

STUDENT HANDOUT 1

QUICK WRITE – 5 minutes

What is going on here?

What else do you need to know?

Share with elbow partner.

Share out hypotheses

Where is all this happening?

STUDENT HANDOUT 2

- Mapping the region
- Work with elbow partner to complete the map.

Schema Activator

- 1. What was Fareed Zakaria's perspective on the "discontent?"*
- 2. Match the leader with the country:*

Hosni Mubarak		
Recip Tayyip Erdoğan		Egypt
Bashar al-Assad		Turkey
Muhammed Morsi		Syria

Deep reading

- As students and scholars begin to learn about events they realize that they have to do more research.
- Sometimes the research provides answers, often it raises more questions.

Deep Reading – the CCSS/C3

- **Key Ideas and Details**
- [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Deep Reading Together

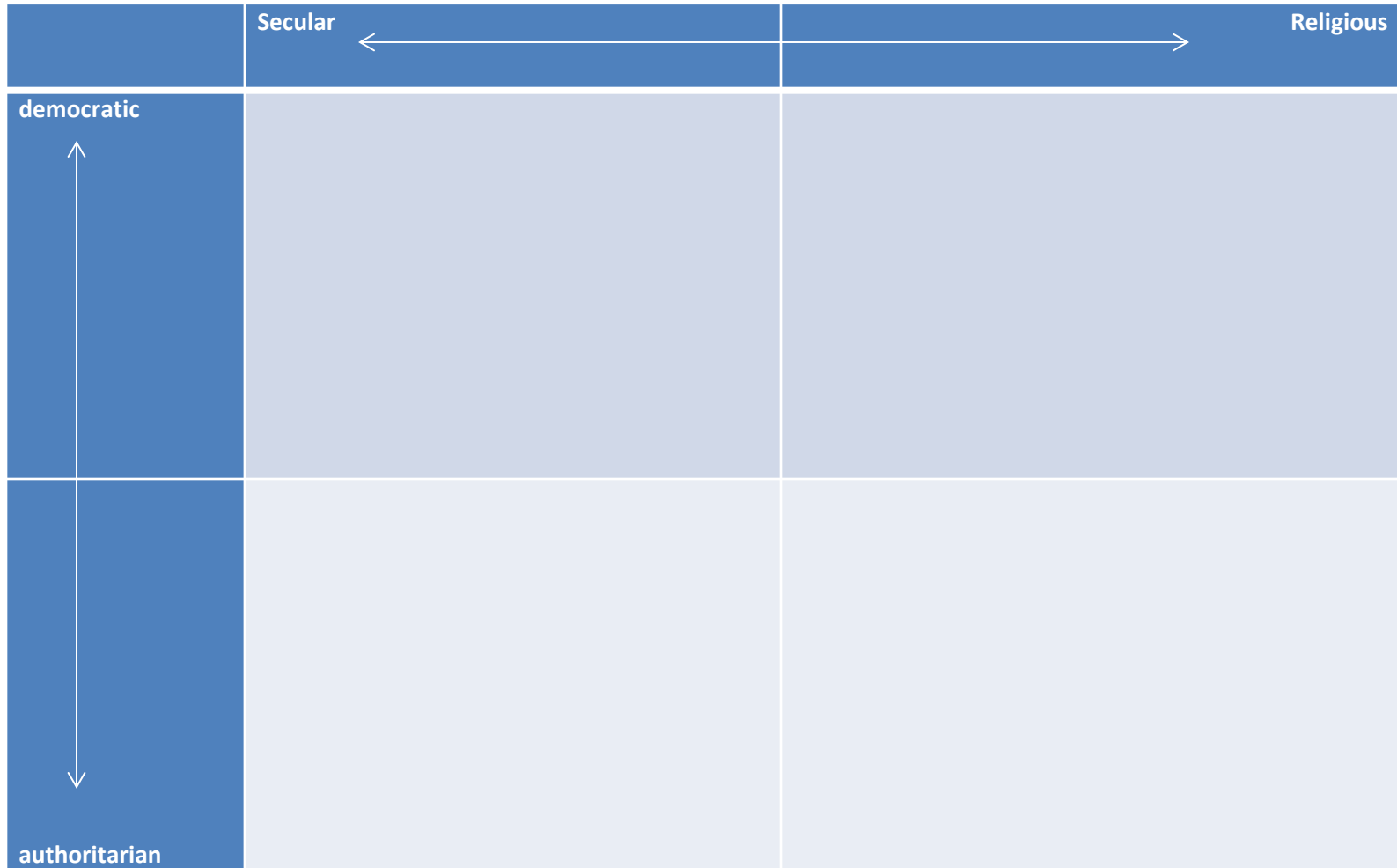
***Will Turkey Weather the Middle
East Storm?***

***Divided republic: A rebellion for
Turkey's soul***

More....

- Now, read two additional articles from your packet.
- In your groups, discuss the two you selected.
- **HOMEWORK:** Read two more and be prepared to synthesize them for your classmates tomorrow.

Where do you put the players?



Questions?????

- Group work:
 - *In your assigned groups, share your notes and comments on the articles you have read. What are some of the claims being made in the articles? What is a unifying theme in all of the articles? What are some questions you had about specific articles?*
 - *Compelling questions are big questions that arise when scholars study related events or topics to try to figure out “what is going on here?” Work with your group to come up with two or three **compelling questions** that these videos and readings have raised. Remember, these are BIG questions, not detail questions.*

C3 for Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES

C3 Dimension One

- **Constructing Compelling Questions**
 - Explain how experts in the social studies disciplines justify compelling questions, citing instances where experts account for the significance of the questions.
 - Explain the disagreements experts have about interpretations and applications of disciplinary concepts and ideas (e.g., fairness, choice, space, and/or perspective) found or implied in a compelling question, understanding many of these disagreements are interdisciplinary in practice.

Compelling Questions

By the End of Grade 8

By the End of Grade 12

Individually and with others, students construct compelling questions, and

Explain how experts in the social studies disciplines justify compelling questions.

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Explain disagreements experts have about interpretations and applications of disciplinary concepts and ideas (e.g., fairness, choice, place, and/or perspective) found or implied in a compelling question.

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Compelling Questions

By the End of Grade 8

By the End of Grade 12

Individually and with others, students construct supporting questions, and

Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

Explain how supporting questions contribute to an inquiry and through engaging source work, new compelling and supporting questions emerge.

Describe the disciplinary ways of representing concepts and ideas (e.g., discourse, modeling, mapping, and narrative) that are useful in answering supporting questions.

Explain how experts use technologies to create new ways of representing disciplinary and interdisciplinary concepts and ideas.

Our Compelling Question Today

- Are Islam and Democracy compatible?



Primary Sources

- Reading historical sources requires deeper reading and different understandings.
- ***“Thinking Like a Historian”*** Sam Wineburg
- ***“Reading Like a Historian”*** Sam Wineburg

STANFORD HISTORY EDUCATION GROUP
READING LIKE A HISTORIAN

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	<ul style="list-style-type: none"> • What is the author's point of view? • Why was it written? • When was it written? • Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> • Identify author's position on historical event • Identify and evaluate author's purpose in producing document • Predict what author will say BEFORE reading document • Evaluate source's believability/ trustworthiness by considering genre, audience, and author's purpose. 	<p>This author probably believes ...</p> <p>I think the audience is ...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because ...</p>
Contextualization	<ul style="list-style-type: none"> • What else was going on at the time this was written? • What was it like to be alive at this time? • What things were different back then? What things were the same? 	<ul style="list-style-type: none"> • Use context/background information to draw more meaning from document • Infer historical context from document(s) • Recognize that document reflects one moment in changing past • Understand that words must be understood in a larger context 	<p>I already know that _____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because ...</p>
Close Reading	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • How is this document make me feel? • What words or phrases does the author use to convince me that he/she is right? • What information does the author <i>leave out</i>? 	<ul style="list-style-type: none"> • Identify author's claims about event • Evaluate evidence/reasoning author uses to support claims • Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying ...)</p>
Corroboration	<ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? 	<ul style="list-style-type: none"> • Establish what is true by comparing documents to each other • Recognize disparities between two accounts 	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

Primary Sources

- Al-Bana, Hassan. “The Tyranny of Materialism over the Lands of Islam.” 1928. *Worlds of History : A Comparative Reader*. Ed. Kevin Reilly. 4th ed. Bedford/St. Martin’s, 2010. 896-901.
- Ataturk, Kemal Mustafa. “A Turkish Republic for the Civilized World.” Reilly. *Worlds of History: A Comparative Reader* 4th ed. Bedford/St. Martin’s, 2010. 888-896.

Primary Sources

- Let's review the four steps for reading primary source documents.
- In your groups, begin to read the assigned document (Ataturk or Al'Bana). Use the questions as a guide.
- Review the nine skills as you read. Remember to identify key ideas and details, craft and structure, and integration of knowledge and ideas.
- Pay special attention to the craft & structure of each source, keeping in mind the format and audience.

Research

- It is clear that we do not have enough information from the news articles, video clips, and editorials to answer our compelling question.
- The primary sources, while providing valuable perspectives from history, have not provided enough.
- So where do we go next?

The Experts

- How do we find and evaluate the most authoritative sources on our topic?
- Scholarly, juried journals may be a place to look.
- These require deep academic reading.

Dimension 3. Evaluating Sources and Using Evidence

- Students express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. These responses can take many forms (e.g., oral presentations, summaries of survey results, political cartoons); regardless of the form, students' conclusions will reflect the information or evidence selected from sources.

Determining Helpful Sources

By the End of Grade 8

By the End of Grade 12

Individually and with others, students

Determine the kinds of sources that will be helpful in answering compelling and supporting questions given at least two points of view represented in an argument and the structure of an explanation.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.

Gathering and Evaluating Sources

By the End of Grade 8

By the End of Grade 12

Individually and with others, students

Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Evaluate the credibility of a source by determining its relevance and intended use.

Evaluate the credibility of a source by examining how experts value

Dimension 4. Communicating Conclusions and Taking Informed Action

- **Communicating Conclusions**
- **Taking Informed Action**

Developing Claims and Using Evidence

By the End of Grade 8

By the End of Grade 12

Individually and with others, students

Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Refine claims and counterclaims attending to precision, significance, knowledge conveyed through the claim while pointing out the strengths and limitations of both

Communicating Conclusions

By the End of Grade 8

By the End of Grade 12

Individually and with others, students

Critique arguments for credibility.

Critique the use of claims and evidence in arguments for credibility.

Critique the structure of explanations.

Critique the use of the reasoning, sequencing and supporting

Communicating Conclusions

By the End of Grade 8

Individually and with others, students use writing,

Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary).

By the End of Grade 12

visualizing and speaking to

Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary).

Communicate your conclusion

- You will write a 1500 word essay in which you address the compelling question, evaluate the claims and communicate a conclusion that is supported by evidence
- You will use correct MLA formatting.

Taking Informed Action

TURKISH GOVERMENT vs TURKISH NATION

NOT VETTED BY CNN



please, **call Turkish Embassies** in your country to protest
Turkish Government and Turkish Police
violence against people

how to find Turkish Embassies: <http://www.mfa.gov.tr/turkish-representations.en.mfa>

Take Informed Action

- Syria Humanitarian Relief
 - [AmeriCares](#)
 - [United Nations HCR](#)
 - [Save the Children](#)
 - [Syrian Relief and Development](#)

