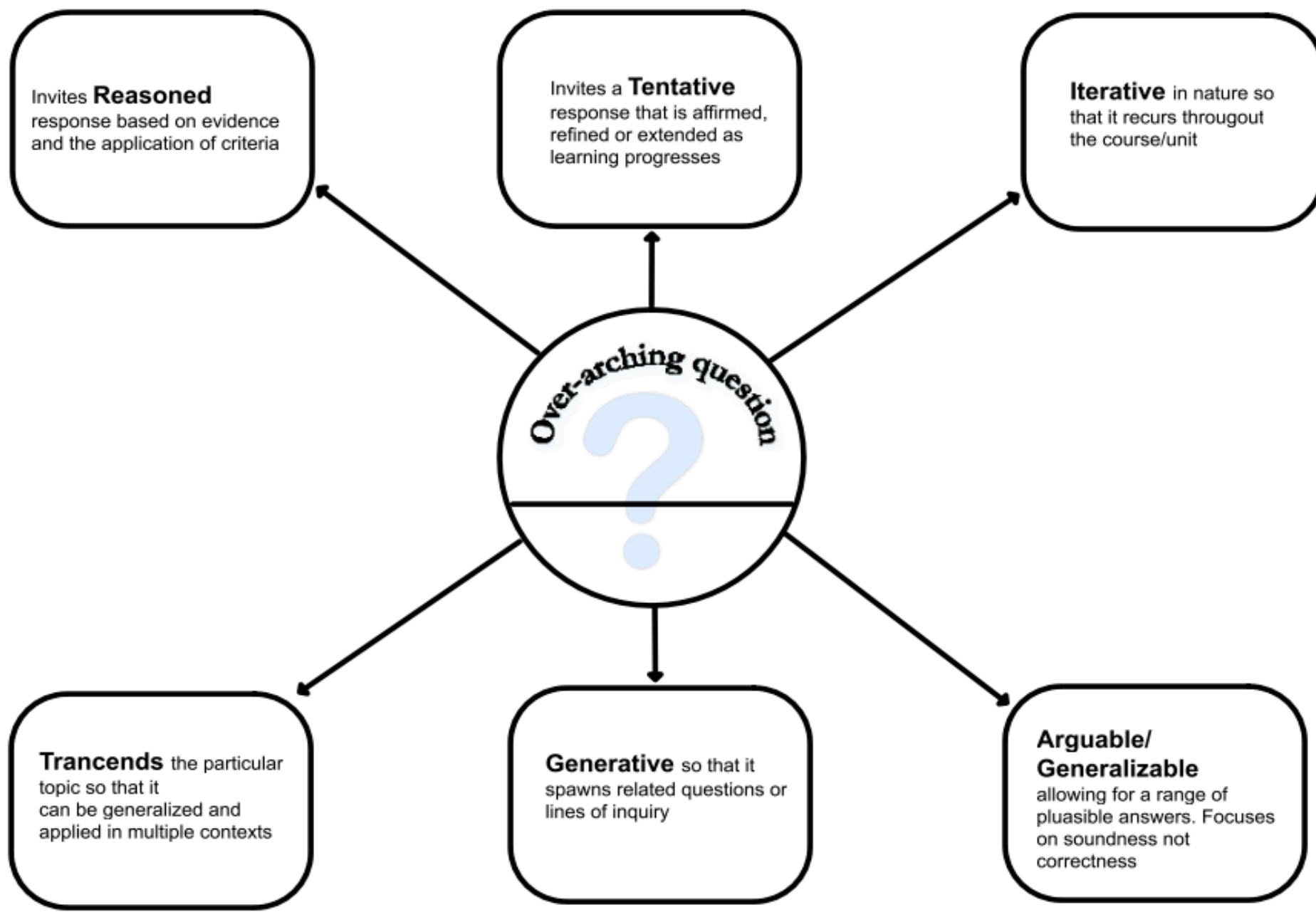


# Developing effective over-arching inquiries



## Affirming and refining over-arching inquiry questions

Original over-arching question:

Revised over-arching question:

### Common issues limiting the effectiveness of over-arching inquiry questions

**Too Factual:** Requires mere assembling of information.

**Too Convergent:** Design of the question directs students to an expected answer.

**Too Tangential:** Question does not adequately address the big idea even though it might be engaging.

**Too Specific:** Question focuses on a particular event or issue. Needs to be generalized to have broad relevance and transformative power.

**Too Predictable:** Question allows for little debate or range of answers. Answer to the question is obvious.

#### Consider:

- Inviting consideration of most important evidence or most compelling arguments
- Asking for 2 or more hypotheses and use evidence to determine which hypotheses best supported
- Framing question as a prediction or speculation and invite revisions as evidence is gathered

#### Consider:

- Asking "to what extent"
- Presenting opposing views and ask which is most plausible or reasonable
- Avoiding embedding an expected answer in the question
- Stating "some believe..." and inviting an assessment of the validity of that belief
- Seeking justification for what appears to an obvious answer

#### Consider:

- Refocusing question around the big idea that is to be explored
- Tightening the focus of the question
- 



#### Consider:

- Identifying what makes the event, example or issue significant and using the particular for illustrative purposes
- Inviting students to consider why the event, example or issue is regarded as significant by others and who may not find it significant
- Reframing question so that it connects to issues that are of relevance to the lives of students

#### Consider:



- Inviting consideration for alternative perspectives
- Asking what would have to happen differently to change the expected outcome
- Framing the question to invite "design thinking" whereby students apply what is learned to innovate in a field.

## Learning Goals Matrix: Grade 2 Strand A

<b>Process</b>  <b>Content</b> 	A2.1 formulate questions to guide investigations	A2.2 gather and organize information	A2.3 analyze and construct simple maps	A2.4 Interpret and analyze information	A2.5 Evaluate evidence and draw conclusions	A2.6 Communicate the results of their inquiries using appropriate vocabulary
A1.1 ways in which some traditions have been celebrated over multiple generations in their family, and main reasons for changes in these traditions						
A1.2 The structure of families (including their own and others) and some of the traditions and celebrations celebrated by their families and their peers' families						

## Learning Goals Matrix: Grade 10 Academic History



<b>Process</b>  <b>Content</b> 	D1.1 Analyze historical statistics and primary sources	A1.1 formulate questions to guide investigations	A1.2 select and organize relevant information	A1.3 assess credibility of sources and information	A1.4 Interpret and analyze evidence and information	A1.5 Apply concepts of historical thinking <ul style="list-style-type: none"> <li>- significance</li> <li>- cause and consequence</li> <li>- Continuity and change</li> <li>- perspective</li> </ul>	A1.6 Evaluate and synthesize findings to formulate conclusions	A1.7 Communicate ideas and arguments appropriate for audience and purpose	1.8 Document source of ideas
D1.1 demographic trends and developments									
D1.2 Developments in science and technology and their impact on lives of Canadians									
D1.3 Trends and developments in the Canadian economy and how affected lives of Canadians									





# Learning Goals Matrix: Grade 11 World History Since 15<sup>th</sup> Century – College

## Unit 1: 1450-1650

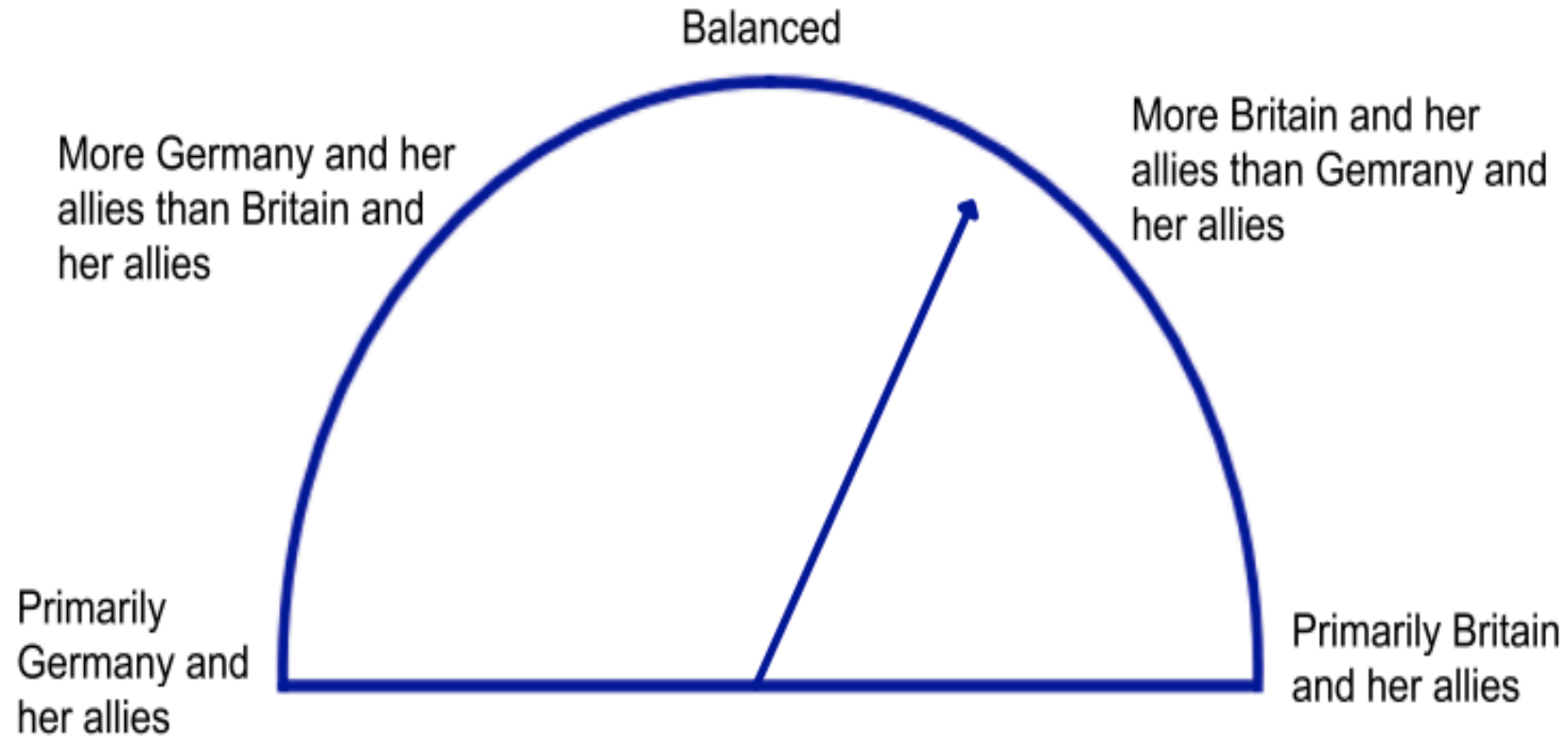
\*CHY4U only

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<p><b>Process</b></p>  <p><b>Content</b></p> 	<p>A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments</p>	<p>A1.2 select and organize relevant evidence and information from a variety of primary and secondary sources</p>	<p>A1.3 assess the credibility of sources and information relevant to their investigations</p>	<p>A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry</p>	<p>A1.5 describe various approaches to the study of history and assess the effectiveness of these approaches for analysing issues, events, and/or developments, particularly those relevant to their own investigations*</p>	<p>A1.6 use the concepts of historical thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments</p>	<p>A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgments or predictions about the issues, events, and/or developments they are investigating</p>	<p>A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose</p>	<p>A1.9 use accepted forms of documentation</p>	<p>A1.10 use appropriate terminology when communicating the results of their investigations</p>
<p>B1.1 roles of various groups in some societies in different regions of the world during this period and explain how these roles affected people's daily lives and contributed to the functioning of these societies</p>										
<p>B1.2 significant developments in science and/or technology during this period, and their impact</p>										

□

# Which countries were responsible for WWI?



## Rank order importance



Rank order  
contributing  
factors to  
climate change

**Heating our homes**

**Driving cars**

**Mining**

**Cow farts**

**Fertilizers**

**Volcanoes**