

Inquiry: A Bibliography of Resources

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* Annotations have been excerpted and/or adapted from book descriptions provided by the publishers.

001.30721 S354

Schmidt, Randell K.; Giordano, Emilia N.

A guided inquiry approach to teaching the humanities research project

Santa Barbara, CA: Libraries Unlimited, 2015.

Subjects: Inquiry-based learning. Report writing—Study and teaching (Secondary).

Humanities—Study and teaching (Secondary). Humanities—Study and teaching (Secondary). Humanities—Research—Methodology.

027.8 R238

Ratzer, Mary Boyd; Jaeger, Paige

Think tank library. Grades 6 – 12 : brain-based learning plans for new standards

Santa Barbara, CA: Libraries Unlimited, 2015.

Subjects: High school libraries—Activity programs. Middle school libraries—Activity programs. Thought and thinking—Study and teaching (Secondary). Thought and thinking—Study and teaching (Middle school). Education—Standards. Inquiry-based learning. School librarian participation in curriculum planning. School libraries.

Summary: This tool book presents strategies to help learners progress from novice to expert thinker; to challenge students with questions that lead to inquiry; to incorporate rigor into lessons; and to use model lesson plans to change instruction. Beginning chapters introduce the basics of instruction and provide ideas for expert cognitive growth of the brain. Sample lessons are aligned with key curriculum areas, including science, social studies, music, art, and physical education.

028.7 T253

Small, Ruth V.

Teaching for inquiry : engaging the learner within

New York, NY: Neal-Schuman Publishers, 2012.

Subjects: Information literacy—Study and teaching. Inquiry-based learning. Library orientation for school children. Research—Methodology—Study and teaching.

Summary: The American Association of School Librarians' (AASL's) Standards for the 21st-Century Learner define *inquiry* as a stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understanding. Written by a team of school library leaders, this book will focus on this process, helping school library media specialists actively engage and motivate their students in learning.

028.7071 C162

Callison, Daniel

The evolution of inquiry : controlled, guided, modeled, and free

Santa Barbara, CA: Libraries Unlimited, 2015.

Subjects: Inquiry-based learning. School librarian participation in curriculum planning. Informational literacy—Study and teaching.

Summary: Defining the progression toward inquiry learning, this book provides an extensive overview of the past five decades and the evolution of inquiry in science, history, language arts, and information literacy studies.

370.115 W678

Wilhelm, Jeffrey D.; Douglas, Whitney

The activist learner : inquiry, literacy, and service to make learning matter

New York, NY: Teachers College Press, 2014.

Subjects: Service learning. Inquiry-based learning.

370.115 Z53

Zemelman, Steven

From inquiry to action : civic engagement with project-based learning in all content areas

Portsmouth, NH: Heinemann, 2016.

Subjects: Project method in teaching. Action research in education. Service learning.

Summary: When students inquire into issues and know that their arguments will be read with a skeptical eye by the city council or published in the local newspaper, they're eager to research and find relevant information in nonfiction texts to bolster their claims. They become committed to write, revise, edit, and correct their grammar. They want to think broadly about what reasoning will be effective with their audience. Do you want that kind of engagement in your classroom? Whether you teach English, social studies, science, or math, this book will show you how, step-by-step. Its civic-engagement projects help kids become not only college and career ready, but citizen ready.

370.152 G492

Gini-Newman, Garfield; Case, Roland

Creating thinking classrooms : leading educational change for a 21st century world

Vancouver, BC: Critical Thinking Consortium, 2015.

Subjects: Critical thinking in children. Thought and thinking—Study and teaching.

Educational innovations. Education—Aims and objectives. Inquiry-based learning.

370.152 P138

Pagliaro, Marie Menna

Exemplary classroom questioning : practices to promote thinking and learning

Lanham, MD: Rowman & Littlefield, 2011.

Subjects: Inquiry-based learning. Thought and thinking—Study and teaching. Active learning.

Summary: The author presents a research-based analytic approach to effective teacher practices when delivering questions and responding to students' answers, emphasizing how to teach students to think critically and become involved in constructing their own questions. This book provides numerous questioning examples and a coaching rubric that allows readers to assess current questioning skill mastery and improve performance.

370.1523 A354

Alcock, Marie; Fisher, Michael

The quest for learning : how to maximize student engagement

Bloomington, IN: Solution Tree Press, 2018.

Subjects: Individualized instruction. Engagement (Philosophy). Effective teaching. Inquiry-based learning.

Summary: This book dives deep into quest learning, a customizable inquiry model tailored to a student's interests, needs, and abilities. Learn how to use questing to engross students in emotionally gripping learning experiences, engage them with actionable goals, build 21st century skills, and promote collaboration in online and physical spaces.

370.1534 W862

Wolk, Steven

Caring hearts & critical minds : literature, inquiry, and social responsibility

Portland, ME: Stenhouse, 2013.

Subjects: Inquiry (Theory of knowledge). Children's literature—Social aspects. Social justice—Study and teaching.

Summary: The author shows teachers how to help students become better readers as well as better people. He demonstrates how to integrate inquiry learning, exciting and contemporary literature, and teaching for social responsibility across the curriculum. He takes teachers step-by-step through the process of designing an inquiry-based literature unit and then provides five full units used in real middle-grade classrooms.

370.154 J94

Juliani, A.J.

Inquiry and innovation in the classroom : using 20% time, genius hour, and PBL to drive student success

New York, NY: Routledge, 2015.

Subjects: Motivation in education. School-to-work transition.

370.154 K96

Kuhlthau, Carol C.; Maniotes, Leslie K.

Guided inquiry design : a framework for inquiry in your school

Santa Barbara, CA: Libraries Unlimited, 2012.

Subjects: Learning. Motivation in education. Information technology. Information literacy—Study and teaching (Higher).

Summary: The first three chapters provide an overview of the guided inquiry design framework, identify the eight phases of the guided inquiry process, summarize the research that grounds guided inquiry, and describe the five tools of inquiry that are essential to implementation. The following chapters detail the eight phases in the guided inquiry design process, providing examples at all levels from preK through 12th grade, concluding with recommendations for building guided inquiry in your school.

370.711 D687

Donohoo, Jenni; Velasco, Moses

The transformative power of collaborative inquiry : realizing change in schools and classrooms

Thousand Oaks, CA: Corwin, 2016.

Subjects: Teachers—Professional relationships. School improvement programs. Educational change. Educational leadership. Professional learning communities.

Summary: This book provides practical suggestions based on in-depth research to help shape the development of a sustainable professional learning culture.

370.72 C934

A critical inquiry framework for K-12 teachers : lessons and resources from the U.N. Rights of the Child

New York, NY: Teachers College Press, 2013.

Subjects: Education—Research—Case studies. Critical thinking—Study and teaching—Case studies.

Summary: This book provides ideas to guide pedagogy and a curriculum model for helping students connect with issues in their lives. Portraits of K-12 classrooms illustrate how teachers used a human rights framework to engage students in critical inquiry of relevant social issues, such as immigration rights, religious tolerance, racial equality, countering the effects of poverty, and respect for people with disabilities.

370.78 D637 2013

Epp, Marg; Lemisko, Lynn

Circles of inquiry : creating a culture of inquiry to enhance early learning

Saskatoon, SK: Stirling McDowell Foundation, 2013.

Subjects: Effective teaching. Action research in education—Saskatchewan. Inquiry-based learning. Professional learning communities.

Summary: Project #213, December 2013.

370.78 D637 2014

Fortier, Paula D.; Hamon, Marielle

Teaching 100 languages in a second language : using an inquiry-based approach in early childhood French immersion

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2014.

Subjects: Inquiry-based learning—Research. French language—Study and teaching (Early childhood)—English speakers. Action research in education—Saskatchewan.

Summary: Project #236 ; October 2014.

371.207 D687

Collaborative inquiry for educators : a facilitator's guide to school improvement

Thousand Oaks, CA: Corwin, 2013.

Subjects: Educational evaluation. School improvement programs. Reflective teaching. Professional learning communities. Team learning approach in education. Group work in education.

Summary: This step-by-step guide gives facilitators tools to move teams toward purposeful, productive, and impactful collaborative work, including: a clear and concise four-stage model that provides a structure for facilitating successful collaborative inquiry; real-world

examples from collaborative teams that model components of each stage; and clear, direct, and practitioner-focused tone with an emphasis on action over theory.

371.3 D169

Dana, Nancy Fichtman; Thomas, Carol H.; Boynton, Sylvia

Inquiry : a districtwide approach to staff and student learning

Thousand Oaks, CA: Corwin, 2011.

Subjects: Inquiry-based learning. Teachers—In-service training. School improvement programs.

Summary: This book helps districts define, develop, and implement a systematic inquiry-based process with a laser-like focus on both adult and student learning.

371.3 J11

Jablon, Paul

The synergy of inquiry : engaging students in deep learning across the content areas

Huntington Beach, CA: Shell Education, 2014.

Subjects: Critical thinking. Education—Curricula. Inquiry-based learning.

371.3 M278

Maniotes, Leslie K.; Harrington, LaDawna

Guided inquiry design in action. Middle school

Santa Barbara, CA: Libraries Unlimited, 2016.

Subjects: Learning. Motivation in education. Information literacy—Study and teaching (Middle school). Middle school teaching.

Summary: Supplying classroom-tested lessons and unit plans that can serve as templates, this book demonstrates exactly how to integrate and implement Guided Inquiry Design (GID) theory into practice. It answers the needs of teachers and librarians who are seeking actual lesson plans using the GID concepts specifically at the 6th-8th grade levels. It supplies lesson plans and complete units of Guided Inquiry Design along with materials for implementation. It includes techniques for assessment of learning strategies aligned to the Common Core State Standards. It also serves to heighten student engagement by going beyond fact-finding to achieve deeper understanding and knowledge creation.

371.3 P141

Pahamov, Larissa

Authentic learning in the digital age : engaging students through inquiry

Alexandria, VA: ASCD, 2014.

Subjects: Internet in education. Educational technology. Inquiry-based learning.

371.3 P887

Powerful instructional practices [DVD]

Regina, SK: Fishbowl Video, 2010.

Subjects: Effective teaching.

Summary: These DVD's explain and demonstrate key instructional strategies such as concept attainment, concept formation, inquiry, and synectics. Contents: 2 DVD's.

371.3 W195

Wallace, Virginia; Husid, Whitney Norwood

Collaborating for inquiry-based learning : school librarians and teachers partner for student achievement

Santa Barbara, CA: Libraries Unlimited, 2011.

Subjects: Inquiry-based learning. Libraries and teachers. Libraries and education. School librarian participation in curriculum planning.

Summary: This book is a step-by-step guide to collaborative lesson planning that promotes inquiry learning among students of various ages and abilities. With the best practices and the models outlined in this book, teachers and librarians can combine their expertise to create highly motivating and engaging units that meet standards and emphasize skills needed for the 21st century.

371.3 W225

Walsh, Jackie A.; Sattes, Beth D.

Thinking through quality questioning : deepening student engagement

Thousand Oaks, CA: Corwin, 2011.

Subjects: Inquiry-based learning. Active learning. Thought and thinking—Study and teaching.

Summary: This book provides teachers with an accessible, research-based blueprint for developing student meta-cognitive skills, ensuring that students take responsibility for their own learning. The authors use the findings of cognitive scientists to highlight quality questioning behaviors and explain how to apply them for improved student outcomes.

371.335 L218

Lamb, Annette; Callison, Daniel

Graphic inquiry

Santa Barbara, CA: Libraries Unlimited, 2012.

Subjects: Graphic arts. Visual education. Teaching—Aids and devices.

Summary: This book provides real-world strategies for integrating graphic inquiry across the curriculum and is specifically designed to help today's educators identify tools and techniques for using graphic inquiry with their students.

371.36 K91

Krauss, Jane; Boss, Suzie

Thinking through project-based learning : guiding deeper inquiry

Thousand Oaks, CA: Corwin, 2013.

Subjects: Inquiry-based learning. Project method in teaching.

Summary: This book shows you how to create a more interactive classroom environment where students engage, learn, and achieve. Teachers will find: a reader-friendly overview of project-based learning that includes current findings on brain development; numerous how-to's and sample projects for every K-12 grade level; strategies for integrating project learning into all main subject areas, across disciplines, and with current technology and social media; and ways to involve the community through student field research, special guests, and ideas for showcasing student work.

371.37 P374

Peeples, Shanna

Think like Socrates. Grades 4-12

Thousand Oaks, CA: Corwin, 2019.

Subjects: Inquiry-based learning. Classroom environment. Children with disabilities—Education. Questioning.

Summary: Socrates believed in the power of questions rather than lecturing his students. But how did we get so far away from his method of inquiry? The author will show you how teachers can create an engaging atmosphere that encourages student questions and honors their experiences. This resource provides questions paired with sample texts; step-by-step lessons for generating and using students' questions; lesson extensions for English language learners, special education students, and gifted and talented students; writing suggestions, in-class debate questions, and scoring rubrics; multimedia texts; and protocols for using inquiry with adults as a base for professional development.

371.39 C675

Coffman, Teresa

Using inquiry in the classroom : developing creative thinkers and information literate students (2nd ed.)

New York, NY: Rowman & Littlefield, 2013.

Subjects: Inquiry-based learning. Web-based instruction. Active learning.

Summary: This book provides an overview of inquiry learning and the importance of developing creative thinkers and information-literate students in twenty-first-century education. The text explores how learning can be directly applied in a classroom setting using real world application through technology-oriented activities. The author showcases WebQuests, Web inquiry, telecollaborative, and problem-based activities with examples and skill-building exercises for readers to implement in their lessons for use in their classrooms.

371.39 C778

Cooper, Ross; Murphy, Erin

Hacking project based learning : 10 easy steps to PBL and inquiry in the classroom

Cleveland, OH: Times 10 Publications, 2016.

Subjects: Problem-based learning. Learning.

Summary: As questions and mysteries around PBL and inquiry continue to swirl, the authors have written a book that will empower those intimidated by PBL to cry, "I can do this!" while at the same time providing added value for those who are already familiar with the process. This book demystifies what PBL is all about with 10 hacks that construct a simple path that educators and students can easily follow to achieve success.

371.39 G688

Goudvis, Anne; Harvey, Stephanie

Inquiry illuminated : researcher's workshop across the curriculum

Portsmouth, NH: Heinemann, 2019.

Subjects: Inquiry-based learning.

Summary: The authors of this book shine a light on researcher's workshop – an approach

whose true north emerges from kids' curiosity. Adapting structures you already know from reader's and writer's workshop, they share a predictable, proven, and, most importantly, authentic approach.

371.39 I58

Harvey, Stephanie (Ed.)

Inquiry circles in elementary classrooms : new strategies for comprehension and collaboration [DVD]

Portsmouth, NH: Heinemann, 2010.

Subjects: Inquiry-based learning. Active learning. Group work in education. Motivation in education.

Summary: This DVD is a companion to Stephanie Harvey and Harvey Daniels' book, *Comprehension and Collaboration: Inquiry Circles in Action*. It features elementary school teachers modeling the use of inquiry circles in 1st and 4th grade classrooms at Burley School in Chicago.

371.39 I58

Harvey, Stephanie (Ed.)

Inquiry circles in middle and high school classrooms : new strategies for comprehension and collaboration [DVD]

Portsmouth, NH: Heinemann, 2010.

Subjects: Inquiry-based learning. Active learning. Group work in education. Motivation in education.

Summary: This DVD is a companion to Stephanie Harvey and Harvey Daniels' book, *Comprehension and Collaboration: Inquiry Circles in Action*. This live-from-the-classroom DVD invites you to eavesdrop as student-led teams pose questions, undertake research, read strategically, build knowledge, understand, and act. You will see teachers teaching students the specific comprehension and collaboration strategies they need to operate effectively in four different kinds of structured, responsible teams.

371.39 I59

Inquiry and the Common Core : librarians and teachers designing teaching for learning

Santa Barbara, CA: Libraries Unlimited, 2014.

Subjects: Inquiry-based learning. Education—Standards. School librarian participation in curriculum planning. Teaching terms. Lesson planning. Libraries and teachers.

Summary: Practicing librarians and library educators demonstrate the power of inquiry to achieve the Common Core State Standards (CCSS) and promote school librarians as key partners in implementing this type of critical teaching and learning in K-12 schools.

371.39 J24

Jagdeo, Tina; Jensen, Lara

Bold school : an inquiry model to transform teaching

Winnipeg, MB: Portage & Main Press, 2016.

Subjects: Inquiry-based learning.

Summary: What is a bold school? Bold schools embrace education that is student-centered, concept-based, and incorporates new learning to make an impact on our world. These schools haven't completely done away with old school subjects and teaching practices that work. Some of the underlying principles that unite bold schools are their use of inquiry-based learning and teaching to give students multiple opportunities to think critically, creatively, and compassionately about real issues, as well as design change projects to make a difference.

371.39 M368

Marshall, Jeff C.

Succeeding with inquiry in science and math classrooms

Alexandria, VA: ASCD, 2013.

Subjects: Inquiry-based learning. Science—Study and teaching. Mathematics—Study and teaching.

Summary: Research shows that inquiry-based instruction boosts students' critical thinking skills and promotes the kind of creative problem solving that turns the classroom into an energized learning environment. In this book, real-world lesson plans illustrate inquiry-based instruction as you learn: how to engage math and science students at all grade levels; why students should explore a subject before you explain it; how to meet rigorous standards and expectations through rich, well-aligned classroom experiences; how to develop useful formative assessments and gather critical information during every class period; and how to create effective questions that guide students' deep learning and your own professional development.

371.39 R363

Reimer, Joan; Watters, Debbie

THINQ Kindergarten : inquiry-based learning in the kindergarten classroom

Toronto, ON: Wave Learning Solutions, 2017.

Subjects: Kindergarten. Inquiry -based learning.

Summary: This book offers the knowledge, skill and strategies to ensure that those first years of school are full of the wonder with which children are born. If children are to continue to be curious through their school years, and thereby effective learners, they need curious teachers. This title is full of questions and varying answers because there is never a single, correct answer.

371.39 R847

Rothstein, Dan; Santana, Luz

Make just one change : teach students to ask their own questions

Cambridge, MA: Harvard Education Press, 2011.

Subjects: Questioning. Inquiry-based learning. Critical thinking—Study and teaching.

Summary: The authors present the Question Formulation Technique, a concise and powerful protocol that enables learners to produce their own questions, improve their questions, and strategize how to use them.

371.39 W345

Watt, Jennifer Gail; Colyer, Jill

IQ : a practical guide to inquiry-based learning

Don Mills, ON: Oxford University Press, 2014.

Subjects: Inquiry-based learning. Teaching.

Summary: This book is a practical guide to inquiry-based learning.

371.395 E28

Egan, Kieran; Dunton, Bob

Whole school projects : engaging imaginations through interdisciplinary inquiry

New York, NY: NY Teachers College Press, 2014.

Subjects: Group work in education. Interdisciplinary approach in education. Project method in teaching.

Summary: The authors describe a program for engaging a whole school in a particular project over a three-year period, outlining the educational principles and benefits. Providing examples of schools successfully using whole school projects, they examine the detailed practices needed to get such a project up and running in a typical school.

371.95 M169

McNair, Andi

Genius hour : passion projects that ignite innovation and student inquiry

Waco, TX: Prufrock Press Inc., 2017.

Subjects: Activity programs in education. Gifted children—Education. Individualized instruction.

Summary: This book provides educators with the tools that they need to implement genius hour successfully, or passion projects, in the classroom. Presented through an easy-to-follow six-step strategy, teachers will utilize the six P's: passion, plan, pitch, project, product, and presentation—as a map for students to follow as they create, design, and carry out projects. Students will experience personalized learning through these self-driven projects, application of standards and real-world skills, and opportunities to learn through failure and reflection. It also includes handouts, suggested online resources, and tips and tricks to make the genius hour process meaningful for students and manageable for educators, as well as a discussion of genius hour's importance and impact on gifted students as they take ownership of their own learning.

372.13 C388

Cecil, Nancy Lee

The art of inquiry : questioning strategies for K-6 classrooms (2nd ed.)

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Questioning. Elementary school teaching.

Summary: Asking questions is one of the most essential functions of teaching. In this book, the author shows teachers how to develop both their own questioning skills and those of their students. The author explains how to model provocative, open-ended questions, and provides many useful teacher- and student-directed questioning strategies.

372.139 H257

Harcourt, Lalie; Wortzman, Ricki

Explorations : learning through inquiry and play

Don Mills, ON: Pearson, 2012.

Subjects: Inquiry-based learning. Kindergarten—Study and teaching—Activity programs.

Summary: This book supports every aspect of an inquiry-driven, play-based classroom: Classroom Set-Up, Home Connections, Planning, Observing and Documenting, Reflecting, and Sharing Learning. It offers supportive insights and suggestions into how learning based on inquiry and play can be developed and sustained in the kindergarten classroom.

372.21 D586

Dinnerstein, Renée

Choice time : how to deepen learning through inquiry and play, PreK-2

Portsmouth, NH: Heinemann, 2016.

Subjects: Inquiry-based learning. Play. Early childhood education

Summary: In this book, the author gives you everything you need to set up choice-time centers that promote inquiry-based, guided play in your classroom. Dinnerstein summarizes the research, describing the different kinds of play and why they are important.

372.21 E58

Englehart, Deirdre; Mitchell, Debby

STEM play : integrating inquiry into learning centers

Lewisville, NC: Gryphon House, Inc., 2016.

Subjects: Science—Study and teaching (Preschool)—Activity programs. Play. Education, Preschool—Activity programs.

Summary: This book describes activities to introduce children to aspects of the STEM (science, technology, engineering, and math) fields, including through art, dramatic play, movement, music, and literacy.

372.35 A617

Ansberry, Karen Rohrich; Morgan, Emily

Picture-perfect science lessons : using children's books to guide inquiry, 3-6 (Expanded 2nd ed.)

Arlington, VA: NSTA Press, 2010.

Subjects: Science—Study and teaching (Elementary). Picture books for children.

Summary: The authors show exactly how to combine science and reading in a natural way with classroom-tested lessons in physical science, life science, and Earth and space science.

372.35 B843

Bresser, Rusty; Fargason, Sharon

Becoming scientists : inquiry-based teaching in diverse classrooms, grades 3-5

Portland, ME: Stenhouse, 2013.

Subjects: Science—Study and teaching (Elementary). Inquiry-based learning. Multicultural education.

Summary: Using inquiry science, children discover answers to their questions in the same way that scientists do – they design experiments, make predictions, observe and describe, offer and test explanations, and share their conjectures with others.

372.35 C543

Chitman-Booker, Lakenna; Kopp, Katherine

The 5Es of inquiry-based science

Huntington Beach, CA: Shell Education, 2013.

Subjects: Inquiry-based learning. Science—Study and teaching.

Summary: Create an active, inquiry-based learning environment by using the 5E model of instruction. This resource clearly explains each “E” in the model: Engage, Explore, Explain, Elaborate or Extend, and Evaluate, while providing teachers with concrete strategies and lesson ideas for stimulating inquiry in all students.

372.35 E25

Edson, Marcia Talhelm

Starting with science : strategies for introducing young children to inquiry

Portland, ME: Stenhouse Publishers, 2013.

Subjects: Science—Study and teaching (Elementary). Science—Study and teaching (Preschool). Science—Study and teaching (Primary).

Summary: Discover how to overcome all the impediments and apprehensions related to teaching science to young children, and learn to view science and inquiry as a joint exploration to take with your students as they ask questions about the world around them. This book describes how to design investigations where children interact with the real world, ask questions, develop and test theories, look for evidence, share ideas, find connections, and ask more questions. Including inquiry-based science in the classroom provides children with a knowledge base, a skill set for problem solving, and an attitude toward learning that they will carry with them throughout their school career and beyond.

372.35 F841

Fraser-Abder, Pamela

Teaching budding scientists : fostering scientific inquiry with diverse learners in grades 3-5

Boston, MA: Pearson Education, 2011.

Subjects: Learning, Psychology of. Science—Study and teaching (Elementary),

Summary: This book assists teachers in developing, implementing, and evaluating their science teaching and their students’ science learning. As teachers complete the reflections in this book, they will explore the what, why, and how they teach; their deep-seated, often unconscious feelings toward science teaching and learning; and their views on who has ownership of science through their science autobiography and other reflection opportunities.

372.35 H236

Cassell, Carly

Hands-on science. Grade one. An inquiry approach

Winnipeg, MB: Portage & Main Press, 2015.

Subjects: Teaching—Aids and devices. Science—Study and teaching (Primary)

Summary: Unit 1: Characteristics and needs of living things — Unit 2: The senses — Unit 3: Characteristics of objects and materials — Unit 4: Daily and seasonal changes.

372.35 H236

Atcheson, Susan

Hands-on science. Grade Two. An inquiry approach

Winnipeg, MB: Portage & Main Press, 2015.

Subjects: Teaching—Aids and devices. Science—Study and teaching (Primary).

Summary: Unit 1: Growth and changes in animals — Unit 2: Properties of solids, liquids, and gases — Unit 3: Position and motion — Unit 4: Air and water in the environment.

372.35 H236

Goosen, Trish

Hands-on science. Grade three. An inquiry approach

Winnipeg, MB: Portage & Main Press, 2015.

Subjects: Teaching—Aids and devices. Science—Study and teaching (Elementary).

Summary: Unit 1: Growth and changes in plants — Unit 2: Materials and structures — Unit 3: Forces that attract and repel — Unit 4: Soils in the environment.

372.35 H236

Lawson, Jennifer

Hands-on science. Grade four. An inquiry approach

Winnipeg, MB: Portage & Main, 2016.

Subjects: Science—Study and teaching (Elementary). Teaching—Aids and devices.

Summary: Unit 1: Habitats and communities — Unit 2: Light — Unit 3: Sound — Unit 4: Rocks, minerals, and erosion.

375.35 H236

Lawson, Jennifer

Hands-on science. Grade 5. An inquiry approach

Winnipeg, MB: Portage & Main Press, 2016.

Subjects: Teaching—Aids and devices. Science—Study and teaching (Elementary).

Summary: Contents: Unit 1: Maintaining a healthy body — Unit 2: Properties of and changes in substances — Unit 3: Forces and simple machines — Unit 4: Weather.

372.35 H236

Lawson, Jennifer

Hands-on science. Grade 6. An inquiry approach

Winnipeg, MB: Portage & Main Press, 2016.

Subjects: Teaching—Aids and devices. Science—Study and teaching (Elementary).

Summary: Unit 1: Diversity of living things — Unit 2: Flight — Unit 3: Electricity — Unit 4: The solar system.

372.35 K82

Konicek-Moran, Richard

Yet more everyday science mysteries : stories for inquiry-based science teaching

Arlington, VA: NSTA Press, 2011.

Subjects: Science—Methodology. Problem solving. Science—Study and teaching. Inquiry-based learning.

Summary: Through 15 mystery stories, this book illustrates science concepts for students and reinforces the value of learning science through inquiry. Each mystery presents opportunities for students to create questions, form hypotheses, test their ideas, and come up with explanations. The mysteries cover science concepts such as periodic motion, thermodynamics, temperature, friction, and astronomy. Grades K-8.

372.35 M847

Morgan, Emily R.; Ansberry, Karen Rohrich

Even more picture-perfect science lessons, K-5 : using children's books to guide inquiry
Arlington, VA: NSTA, 2013.

Subjects: Science—Study and teaching (Elementary). Picture books for children—Environmental aspects.

Summary: The 15 all-new lessons in this book feature: reading and science content simultaneously, saving time with ready-to-use student pages and assessments; relevant science concepts and reading comprehension strategies to keep your teaching on track; and captivating fiction and nonfiction picture books such as *Houdini the Amazing Caterpillar*; *Captain Kidd's Crew Experiments With Sinking and Floating*; and *The Boy Who Harnessed the Wind*.

372.35044 Y39

Froschauer, Linda (Ed.)

A year of inquiry : a collection for elementary educators
Arlington, VA: NSTA, 2012.

Subjects: Inquiry-based learning. Effective teaching. Science—Study and teaching (Elementary).

Summary: This book provides guidance on ways to move your students toward doing science and away from lectures, memorization, and cookbook labs. It does so through a collection of 36 easy-to-read articles gathered from *Science and Children*, NSTA's elementary-level journal.

372.357 N285

Nature education with young children : integrating inquiry and practice

New York, NY: Routledge, 2013.

Subjects: Education, Preschool. Nature study.

Summary: This is a teacher resource that blends theory and practice on nature education, children's inquiry-based learning, and reflective teaching. The book's guiding conceptual framework is founded upon the integration of four key ideas for effective and transformative nature education: the power and value of equity and access to nature education, effective teaching encompasses child development domains and integrates ECE curriculum, children learn best through inquiry-based and child-centered teaching, and powerful teaching is founded upon teacher inquiry and reflection.

372.35 S192

Sampson, Victor; Murphy, Ashley

Argument-driven inquiry in third-grade science : three dimensional investigations
Arlington, VA: NSTA Press, 2019.

Subjects: Science—Experiments. Inquiry-based learning. Science—Methodology—Study and teaching (Primary).

Summary: This book not only describes how argument-driven inquiry (ADI) works and why it is important, but also provides 14 investigations that can be used in the classroom to help students reach the performance expectations found in the Next Generation Science Standards (NGSS Lead States 2013; henceforth referred to as the NGSS) for 3rd grade . The fourteen investigations described in this book will also enable students to develop the disciplinary-based literacy skills outlined in the Common Core State Standards for English language arts (NGAC and CCSSO 2010) because ADI gives students an opportunity to give presentations to their peers, respond to audience questions and critiques, and then write, evaluate, and revise reports as part of each investigation. In addition, these investigations will help students learn many of the mathematical ideas and practices outlined in the Common Core State Standards for mathematics (NGAC and CCSSO 2010) because ADI gives students an opportunity to use mathematics to collect, analyze, and interpret data. Finally, and perhaps most importantly, ADI can help emerging bilingual students meet the English Language Proficiency Standards (CCSSO 2010 2014) because it provides a language-rich context where children can use receptive and productive language to communicate and to negotiate meaning with others. Teachers can therefore use these investigations to align how and what they teach with current recommendations for improving science education.

372.35 T258

Teevan, Lenore

Thinking like a scientist. Grade 5 : lessons that develop habits of mind and thinking skills for young scientists

Waco, TX: Prufrock Press Inc., 2019.

Subjects: Gifted children—Education. Science—Study and teaching (Elementary)—Activity programs. Science—Study and teaching (Elementary). Creative activities and seat work.

Summary: This book focuses on high-interest, career-related topics in the elementary curriculum related to science. Students will explore interdisciplinary content, foster creativity, and develop higher order thinking skills with activities aligned to relevant content area standards. Through inquiry-based investigations, students will explore what scientists do, engage in critical thinking, learn about scientific tools and research, and examine careers in scientific fields. This book reflects key emphases of curricula from the Center for Gifted Education at William & Mary, including the development of process skills in various content areas and the enhancement of discipline-specific thinking and habits of mind through hands-on activities.

372.35 T956

Tunncliffe, Sue Dale

Starting inquiry-based science in the early years : look, talk, think and do

Abingdon, Oxon, England: Routledge, 2016.

Subjects: Early childhood education. Science—Study and teaching (Preschool). Science—Study and teaching (Early childhood).

Summary: This book builds on children's inherent curiosity and problem solving as they move forward in their scientific thinking. Scientific thinking develops in the early years, when a solid foundation is essential for their future learning and engagement with the

subject. This book will also show you how you can support children's emerging scientific skills by working with them and scaffolding their inquiries as they experiment, hypothesize and investigate building on their natural curiosity.

372.35 W726

Williams, Robert A.

The preschool scientist : using learning centers to discover and explore science

Silver Spring, MD: Gryphon House, 2010.

Subjects: Science—Study and teaching (Preschool). Education, Preschool.

Summary: This book gives children the opportunity to engage actively, experiment, create, and discover the exciting world of science. Using a unique inquiry-based approach, these activities explore science through learning centres. Each of the activities has “Keep It Simple” and “Add a Challenge” sections, so teachers can adjust the difficulty to their unique classrooms. Topics include: Alike and Different, Exploring Motion, Exploring Change, Exploring Tools, Working with Water, Light and Shadows, and Getting to Know Our World.

372.47 H227

Hammond, W. Dorsey; Nessel, Denise D.

The comprehension experience : engaging readers through effective inquiry and discussion

Portsmouth, NH: Heinemann, 2011.

Subjects: Reading comprehension—Study and teaching.

Summary: The authors show how to engage readers' curiosity to draw them into texts, use teaching language to stimulate students' thinking, leverage the reading-writing connection to strengthen understanding, make comprehension a priority for emerging readers, and ensure that instruction leads to effective self-directed reading.

372.5 B477

Bentley, Dana Frantz

Everyday artists : inquiry and creativity in the early childhood classroom

New York, NY: Teachers College Press, 2013.

Subjects: Education, Preschool—Activity programs. Art—Study and teaching (Preschool). Creative activities and seat work.

Summary: The author addresses the disconnect that exists between the teaching of art and the way young children actually experience art. In doing so, this book questions commonly held notions and opens up exciting new possibilities for art education in the early childhood classroom.

372.6 M517

Melber, Leah M.; Hunter, Alyce

Integrating language arts and social studies : 25 strategies for K-8 inquiry-based learning

Thousand Oaks, CA: Sage Publications, 2010.

Subjects: Language arts (Elementary). Social studies—Study and teaching (Elementary). Inquiry-based learning.

Summary: This inquiry-based book presents hands-on explorations, interaction with primary sources, and critical thinking activities providing concrete methods to integrate the language arts into the social studies curriculum successfully. This resource promotes the development of literacy skills by authentically integrating language arts; supports differentiated instruction for specific grade levels, English language learners, and students with special needs; and connects to standards in language arts, social studies, and technology.

372.6 T253

Lysaker, Judith T. (Ed.)

Teacher inquiry in literacy workshops : forging relationships through Reggio-inspired practice

Urbana, IL: National Council of Teachers of English, 2013.

Subjects: Language arts—Research. Reading—Research. Reading—Research. Reggio Emilia approach (Early childhood education). Reading (Elementary). Critical pedagogy. Language arts (Elementary).

Summary: The author and her colleagues observed and documented their students' talk, actions, ideas, and play in order to develop insights into young children's literacy learning, improve their own instruction, and move the children's voices to the centre of the curriculum. In classrooms infused with the child-centered Reggio Emilia approach, these teachers sought to make connections between the curricular construct of reading and writing workshops and their Reggio-inspired beliefs. Their narratives highlight issues of content, especially new understanding they developed about the importance of relationships, as well as highlighting issues of process, the ways in which they developed their ideas through the practice of teacher research.

372.64 F771

Fountas, Irene C.; Pinnell, Gay Su

Genre study : teaching with fiction and nonfiction books

Portsmouth, NH: Heinemann, 2012.

Subjects: Literary form—Study and teaching. Literature—Study and teaching. Youth—Books and reading.

Summary: This book focuses on genre study through inquiry-based learning with an emphasis on improving reading comprehension and supporting the craft of writing. In exploring genre study, the authors advocate a way of thinking about teaching and learning in which students are actively engaged in the inquiry process. Grades K-8+.

372.64 H997

Hynes-Berry, Mary

Don't leave the story in the book : using literature to guide inquiry in early childhood classrooms

New York, NY: Teachers College Press, 2012.

Subjects: Literature—Study and teaching (Early childhood). Children—Books and reading. Storytelling. Inquiry-based learning.

372.677 H831

Hostmeyer, Phyllis; Kinsella, Marilyn Adele

Storytelling and QAR strategies

Santa Barbara, CA: Libraries Unlimited, 2010.

Subjects: Storytelling. Questioning. Inquiry-based learning.

Summary: This book offers a clear, detailed explanation of this research-based reading comprehension framework, providing teachers, school librarians, and storytellers with the tools they need to incorporate the deep learning of QAR into storytelling events and classroom work. The authors furnish traditional tales, fables, and myths related to the 12 pillars of character education, underscoring the traits of caring, citizenship, fairness, honesty, respect, and responsibility.

372.83 B885

Brownlee, Laurie; Belanger, Leigh Anne

Global communities. Grade 2

Napanee, ON: On the Mark Press, 2015.

Subjects: Creative activities and seat work. Teaching—Aids and devices. Community life—Study and teaching (Elementary). Communities—Study and teaching (Elementary).

Summary: This resource is designed to support teachers and students as they work through the Social Studies Inquiry Process, focusing on the big ideas in the Social Studies curriculum, with open-ended lessons for flexible planning. Extensions and cross-curricular activities are also included.

372.868 W329

Waters, Kelly

Say it through dance. Grade 7: inquiry question: how can I use my body to express ideas through movement?

North Battleford, SK: Living Sky School Division, 2014.

Subjects: Dance—Study and teaching. Movement education. Dance for children.

Summary: This unit encourages students to explore ways to express and interpret text through creative dance.

372.87044 K81

Kolis, Mickey; Olson, Sarah

Brainball : teaching inquiry music as a team sport

Lanham, MD: Rowman & Littlefield, 2017.

Subjects: Team learning approach in education. Inquiry-based learning. Music—Instruction and study—Activity programs.

Summary: This text attempts to explain why music inquiry makes sense, what pieces are required to do music inquiry effectively (the knowledge, skills and dispositions) and then provides how to teach music inquiry in a series of day-by-day lesson plans.

373.13044 S354

Schmidt, Randell K.

A guided inquiry approach to high school research

Santa Barbara, CA: ABC-CLIO, 2013.

Subjects: Teaching teams. School librarian participation in curriculum planning. Research—Methodology—Study and teaching (Secondary).

Summary: This book provides proven techniques and supporting materials that facilitate the process for permitting students to choose their own topic, easily grasping how to search for information, and successfully completing a seemingly daunting research assignment—a process that makes understanding deep and integrative. Also included are detailed project lessons, student handouts, rubrics and assessment tools.

373.236 D186

Daniels, Harvey; Ahmed, Sara K.

Upstanders : how to engage middle school hearts and minds with inquiry

Portsmouth, NH: Heinemann, 2015.

Subjects: Inquiry-based learning. Middle school teachers—Training of. Middle schools. Middle school education.

Summary: The authors describe precisely how to create, manage, and sustain a classroom built around choice, small-group collaboration, and critical thinking.

428.0071 L776

Beach, Richard

Literacy tools in the classroom : teaching through critical inquiry, grades 5-12

New York, NY: Teachers College Press, 2010.

Subjects: Inquiry-based learning. Language arts (Secondary). Language arts (Elementary).

Summary: The authors demonstrate how literacy tools such as narratives, question-asking, spoken-word poetry, drama, writing, digital communication, images, and video can encourage critical inquiry in the 5-12 classroom.

428.24 B453

Beltran, Dolores; Sarmiento, Lilia E.

Science for English language learners: developing academic language through inquiry-based instruction

Huntington Beach, CA: Shell Education, 2013.

Subjects: English language—Study and teaching—Foreign speakers. Science—Study and teaching.

Summary: This book discusses academic language development in science for English language learners. Teachers will learn how to develop K-12 students' language abilities in science while developing their content knowledge. In addition, this resource demonstrates how to use the 5E model of instruction effectively with English language learners and provides specific strategies to use with each E.

428.6 B687

Boldprint inquiry. How do all living things grow and change [kit]

Oakville, ON: Rubicon, 2019.

Subjects: Readers (Primary). Science—Study and teaching (Primary). Reading.

Summary : This series features 150 carefully levelled little books designed to spark inquiry and wonder. The books are curated into five Inquiry Collections per grade, focusing on Science, Social Studies, and Humanities topics. Each title within a Collection is linked to

an inquiry question that leads to the exploration of big ideas. *Boldprint Inquiry* also features expert professional learning support for teachers. Bringing inclusive, inquiry-based learning to the classroom has never been easier.- Contents: Titles: *The dream — A salmon's life — The mimic octopus — Ziggy grows up — A walk in the woods — What will it be? — I can change — Kittens and cats — Baby birds — Fiddleheads for Fox*. Guide: *How do all living things grow and change? "Collection 1B."*

428.6 B687

Boldprint inquiry. What is a neighbourhood [kit]

Oakville, ON: Rubicon, 2019.

Subjects: Readers (Primary). Reading. Communities—Study and teaching (Primary).

Summary: This series features 150 carefully levelled little books designed to spark inquiry and wonder. The books are curated into five Inquiry Collections per grade, focusing on Science, Social Studies, and Humanities topics. Each title within a Collection is linked to an inquiry question that leads to the exploration of big ideas. *Boldprint Inquiry* also features expert professional learning support for teachers. Bringing inclusive, inquiry-based learning to the classroom has never been easier. Contents: Titles: *Welcome to the neighbourhood — This land is our home — Good neighbours — Follow the rules - Our community centre — Earth day — Sarah's surprise — A garden — The blue house — Canada Day*. Guide: *What is a neighbourhood? : Inquiry teaching guide. "Collection 1A"*.

428.6 B687

Boldprint inquiry. Why is the past important? [kit]

Oakville, ON: Rubicon, 2019.

Subjects: Reading. Readers (Primary). History—Study and teaching (Primary).

Summary: This series features 150 carefully levelled little books designed to spark inquiry and wonder. The books are curated into five Inquiry Collections per grade, focusing on Science, Social Studies, and Humanities topics. Each title within a Collection is linked to an inquiry question that leads to the exploration of big ideas. *Boldprint Inquiry* also features expert professional learning support for teachers. Bringing inclusive, inquiry-based learning to the classroom has never been easier. Contents: Titles: *Summer celebrations — The suitcase — Moving day — In the past — The old village — Here's your mail — Making maple syrup — Bones — My moushoum — We learn*. Guide: *Why is the past so important : inquiry teaching guide. "Collection 1D"*.

500.2 K82

Konicek-Moran, Richard

Everyday physical science mysteries : stories for inquiry-based science teaching

Arlington, VA: NSTA, 2013.

Subjects: Science—Study and teaching. Inquiry-based learning. Physical sciences—Study and teaching.

Summary: The 21 open-ended mysteries focus exclusively on physical science, including motion, friction, temperature, forces, and sound. The stories come with lists of science concepts to explore and grade-appropriate strategies for using them.

507.1 L791

Llewellyn, Douglas

Differentiated science inquiry

Thousand Oaks, CA: Corwin Press, 2011.

Subjects: Science—Study and teaching (Elementary). Science—Study and teaching (Middle school). Individualized instruction. Effective teaching.

Summary: This book takes the concept of inquiry-based science education to a deeper level with the author's model, including fresh ideas for engaging students and practical tools for differentiating inquiry instruction. The text demonstrates: methods for determining when and how to provide students with more choices, thereby increasing their ownership and motivation; ways to implement differentiated science inquiry in the main areas of science instruction; and strategies for successfully managing the classroom.

507.1 L791

Llewellyn, Douglas

Inquire within : implementing inquiry- and argument-based science standards in grades 3-8

Thousand Oaks, CA: Corwin, 2014.

Subjects: Inquiry (Theory of knowledge).

507.12 L791

Llewellyn, Douglas

Teaching high school science through inquiry and argumentation (2nd ed.)

Thousand Oaks, CA: Corwin, 2013.

Subjects: Science—Study and teaching (Secondary). Inquiry (Theory of knowledge).

Summary: This text aligns the four key elements of effective science education: scientific literacy, inquiry, argumentation, and the nature of science.

510.712 F199

Fancher, Chris; Norfar, Telannia

Project-based learning in the math classroom. Grades 6-10

Waco, TX : Prufrock Press, Inc., 2019.

Subjects: Teaching—Methodology. Project method in teaching. Mathematics—Study and teaching (Secondary). Mathematics—Study and teaching (Middle school).

Summary: This book explains how to keep inquiry at the heart of mathematics teaching and helps teachers build students' abilities to be true mathematicians. It outlines basic teaching strategies, such as questioning and exploration of concepts. It also provides advanced strategies for teachers who are already implementing inquiry -based methods. It includes practical advice about strategies the authors have used in their own classrooms, and each chapter features strategies that can be implemented immediately. The authors impart strategies that assist teachers in planning standards-based lessons, encouraging wonder and curiosity, providing a safe environment where failure occurs, and giving students opportunities for revision and reflection.

550 K82

Konicek-Moran, Richard

Everyday earth and space science mysteries : stories for inquiry-based science teaching
Arlington, VA: NSTA, 2013.

Subjects: Space sciences—Study and teaching. Inquiry-based learning. Geology—Study and teaching.

Summary: What are the odds that a meteor will hit your house? Do you actually get more sunlight from Daylight Saving Time? Where do puddles go? By presenting everyday mysteries like these, this book will motivate your students to carry out hands-on science investigations and actually care about the results. These 19 open-ended mysteries focus exclusively on Earth and space science, including astronomy, energy, climate, and geology. The stories come with lists of science concepts to explore and grade-appropriate strategies for using them.

570.71 K82

Konicek-Moran, Richard

Everyday life science mysteries : stories for inquiry-based science teaching

Arlington, VA: NSTA, 2013.

Subjects: Life sciences—Study and teaching. Inquiry-based learning. Biology— Study and teaching.

Summary: These 20 open-ended mysteries focus exclusively on biological science, including botany, human physiology, zoology, and health. The stories come with lists of science concepts to explore and grade-appropriate strategies for using them.

570.712 E56

Enderle, Patrick; Bickel, Ruth

Student lab manual for argument-driven inquiry in life science : lab investigations for grades 6-8

Arlington, VA: NSTA Press, 2016.

Subjects: Experimental design—Study and teaching (Middle school). Biology—Experiments. Biology—Methodology—Study and teaching (Middle school)—Activity programs.

Summary: This book includes 20 field-tested labs that cover molecules and organisms, ecosystems, biological evolution, and heredity. They give students an opportunity to design their own methods, develop models, collect and analyze data, generate arguments, and critique claims and evidence. It provides the student materials needed to guide students through these investigations. With lab details, student handouts, and safety information, students will be ready to start investigating.

570.78 E56

Enderle, Patrick

Argument-driven inquiry in life science : lab investigations for grades 6-8

Arlington, VA: NSTA Press, 2015.

Subjects: Experimental design—Study and teaching (Middle school). Biology—Methodology—Study and teaching (Middle school). Biology—Experiments.

Summary: This book provides 20 field-tested labs to help your students learn how to read, write, speak, and use math in the context of science. These investigations are much more authentic than traditional laboratory activities, because students both learn important content and participate in scientific practices. The students design their own method, develop models,

collect and analyse data, and critique information. The labs cover topics in four broad areas of life science: molecules and organisms, ecosystems, biological evolution, and heredity. Each easy-to-use lab includes reproducible student pages, teacher notes, and checkout questions. The labs are versatile enough to introduce a topic or to conclude a unit, with students applying what they've learned.

570.78 S192

Sampson, Victor; Murphy, Ashley

Argument-driven inquiry in earth and space science : lab investigations for grades 6-10

Arlington, VA: NSTA Press, 2018.

Subjects: Meteorology—Study and teaching (Secondary)—Handbooks, manuals, etc. Meteorology—Study and Teaching (Middle School)—Handbooks, manuals, etc. Earth sciences—Study and teaching (Secondary)—Handbooks, manuals, etc. Earth sciences—Study and teaching (Middle School)—Handbooks, manuals, etc. Outerspace—Study and teaching (Secondary). Outer space—Study and teaching (Middle school). Earth sciences—Problems, exercises, etc.

Summary: This book provides 23 field-tested labs that cover the universe, Earth, and weather. It also helps you make the instructional shift to ADI. This innovative approach to inquiry prompts students to use argument to construct, support, and evaluate scientific claims.

808.042 C319

Carroll, Joyce Armstrong; Wilson, Edward E.

The critical writer : inquiry and the writing process

Santa Barbara, CA: Libraries Unlimited, 2014.

Subjects: Inquiry-based learning. Critical thinking—Study and teaching. English language—Rhetoric—Study and teaching. English language—Composition and exercises—Study and teaching. Creative writing—Study and teaching.

Summary: This resource starts with a general treatment of inquiry, moving on to detailed coverage of specific teaching strategies. It explains how critical writers should make the proper emendations during prewriting and drafting, as well as during the revising process. The book presents fresh information and teaching techniques that can be applied by anyone in the field of education with students of any grade level. Examples range from kindergarten through instructors in teacher training.

808.042 M122

McCann, Thomas M.

Transforming text into talk : argument writing, inquiry, and discussion, grades 6-12

New York, NY: Teachers College Press, 2014.

Subjects: English language—Composition and exercises—Study and teaching (Secondary).

909 K58

Kirchner, Jana; McMichael, Andrew

Inquiry-based lessons in world history. Volume 1: early humans to global expansion, grades 7-10

Waco, TX: Prufrock Press, 2019.

Subjects: World history—Study and teaching (Secondary). World history—Study and teaching (Middle school). Inquiry-based learning.

Summary: Spanning the time period from 15,000 BCE to 1500 CE, this book focuses on creating global connections between people and places using primary sources in standards-based lessons. With sections on early humans, the ancient world, classical antiquity, and the world in transition, this book provides teachers with inquiry-based, ready-to-use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians. Each section contains chapters that correspond to the scope and sequence of most world history textbooks. Each inquiry lesson begins with an essential question and connections to content and literacy standards, followed by primary source excerpts or links to those sources. Lessons include step-by-step directions, incorporate a variety of literacy strategies, and require students to make a hypothesis using evidence from the texts they have read.

909 K58

Kirchner, Jana; McMichael, Andrew

Inquiry-based lessons in world history. Volume 2 : global expansion to the post 9/11 world, grades 7-10 /

Waco, TX: Prufrock Press, 2019.

Subjects: World history—Study and teaching (Secondary). World history—Study and teaching (Middle school). Inquiry -based learning.

Summary: Spanning the time period from 750 CE to the present day, this book focuses on creating global connections between people and places using primary sources in standards-based lessons. With sections on the world in transition, the era of revolutions, imperialism and global war, and the modern world, this book provides teachers with inquiry-based, ready-to-use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians.



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