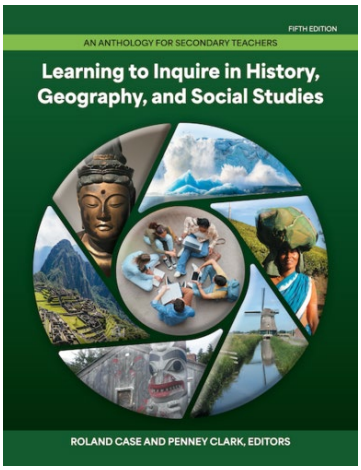
Learning to Inquire in History, Geography, and Social Studies: An Anthology for Secondary Teachers



A favourite of both pre-service and practising teachers for over 30 years, the new fifth edition provides a trove of practical ideas and theoretical insights to be mined by practising teachers in the various social studies disciplines.

With clearer support for inquiry-based teaching and learning and updated content that reflects today's learners and classrooms, this is the book you will want on your bookshelf throughout your career.

Why is *Learning to Inquire* so valuable to secondary teachers?

1 As a source of practical strategies

The 55 chapters and 100+ blackline masters offer countless, ready-to-use activities and practical advice on many aspects of teaching and assessment including the following:

- framing inquiry questions for individual lessons (6.1) and for sustained inquiry over time (6.2)
- facilitating classroom discussions (6.3)
- supporting independent student inquiry (6.4)
- teaching historical (7.1) and geographical thinking (7.2)
- mobilizing the learning environment to support our goals (10.0 & 10.1)
- efficiently embedding continuous assessment that provides useful feedback (12.1)
- documenting achievement of various goals (12.2)
- refining grading practices to maximize productive learning experiences (12.2)
- drawing effectively upon different kinds of teaching resources: text based (13.1), photographs and paintings (13.2), primary documents (13.3), fiction (13.4), maps (13.5), and site visits and resource people (13.6)

2 To clarify confusing educational terms and ideas

Many educational ideas and concepts are loosely defined and used in a multiplicity of ways making it difficult to pin down what they mean and how they differ from related terms. The table of contents at the front of the book and the detailed index at the back can be used to locate precise explanations, clear examples, and helpful applications of a range of important concepts and distinctions including the following:

- how understanding requires more than knowing
- the elements and role of a "big idea"

- the difference between inquiry and research
- how facilitating differs from instruction
- the difference between constructivism and discovery learning
- the nature and role of habits of mind
- the need to distinguish criteria from standards

3 As a catalyst to rethink and reinvigorate core dimensions of your teaching

It explores the evolution, in light of subsequent developments and changing circumstances, of many of the key components of effective teaching. Ideally suited for use within a professional learning community, groups of teachers may select a relevant chapter or share the reading of related chapters, using the inquiry questions found at the end of each chapter to assist in affirming what is working well in their practices, refining those aspects that can easily be tweaked, and, where relevant, aspiring to plan and implement over time more substantive changes in various areas, such as:

- strengthening the legacy we create for our students (2.0)
- recognizing the latitude and the responsibility we have to imagine the curriculum and not simply follow it (2.1)
- re-conceptualizing our goals for teaching, including recognizing the limitations of common efforts to help students understand big ideas (3.1), develop real competency (3.2), and internalize core values (3.3)
- more thoroughly embedding in our day-to-day teaching the pressing challenges of our time including combatting the climate crisis (4.1) and fake news (4.7), rethinking assumptions about reconciliation (4.2) and democracy (4.6), and promoting student agency (4.10) and hopefulness (4.11)
- accommodating the diverse world views we find in our classrooms (8.0) including reconciling indigenous and non-Indigenous world views (8.2)
- challenging traditional views of the nature of history (8.1)
- reimagining assessment as a form of teaching (12.0)
- recognizing the problems with assigning marks (12.1) and mitigating the negative effects of common grading practices (12.2)