

The Historical Inquiry Process

Formulate Questions

Students formulate questions:

- to explore various events, developments and/or issues in order to identify the inquiry focus
- to help determine which key concepts are relevant to their inquiry
- to evaluate information, make judgements or decisions and/or reaching conclusions

Gather and Organize

Students:

- collect relevant evidence/information from a variety of sources
- determine if their sources are credible, accurate and reliable
- **identify the purpose and intent of each source**
- identify the points of view in the sources
- use a variety of methods to organize the evidence/information
- record the sources of evidence/information they are using
- decide whether they have collected enough evidence/information

Interpret and Analyse

Students:

- identify the key points or ideas in each source
- interpret maps/charts/illustrations to help analyse events, developments and/or issues
- identify biases in sources
- determine if all points of view are represented

Evaluate and Draw Conclusions

Students:

- synthesize evidence/information and make informed, critical judgements
- make connections between past and present
- determine short and long term consequences of events, developments and/or issues on different individuals, groups and/or regions
- assess whether an event or action was ethically justifiable given the context of the time
- reach conclusions and support with evidence

Communicate

Students:

- use appropriate forms for different audiences/purposes
- communicate arguments, conclusions and judgements clearly and logically
- use historical terminology and concepts correctly/effectively
- cite sources using appropriate forms of documentation

Formulate Questions

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- to explore various events, developments and/or issues in order to identify the inquiry focus
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Hints/Tips to Formulate Questions

- 1) In most cases, you need to read the text before you think of questions. During reading you may start thinking about questions. Write them down as you read.
- 2) Use a Q-Chart to assist you in formulating questions.
- 3) Create critical thinking questions.
- 4) Not all questions need to be answered from the single source of text. You may have more questions than answers after reading the text.
- 5) Rate the questions in order from the most important to the least important. Perhaps your least important questions may not be on topic of your inquiry.
- 6) Some of the same questions can be used for different inquiries and sources.
- 7) Depending on the text and your inquiry, you may not need many questions.
- 9) Use the below questions, as needed and use them to guide your own formulation of questions.

a) What is the purpose and intent of this text? Why was it written?

b) What is my inquiry? What do I want to find out?

c) What is the event, development and/or issue?

d) When did it take place?

e) Where did it take place?

f) Who was involved?

g) Was there a leader(s)?

h) Who was not involved that should have been involved?

i) Who was affected by the event, development and/or issue?

j) Was there anyone opposed of the event, development and/or issue? Why?

k) Was there anyone in favour of the event, development and/or issue? Why?

l) What were the consequences of the event, development and/or issue?

m) What factors allowed the event, development and/or issue to proceed? What was the most important factor?

n) What reasons do you think caused the event, development and/or issue to occur?

o) etc...

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- decide whether they have collected enough evidence/information

Hints/Tips to Gather and Organize Evidence/Information

- 1) Do not always use the same source. Find multiple and reliable sources.
- 2) To determine if the source is credible, accurate and reliable, ask yourself questions about the source:
 - a) Who is the author and/or publisher of the source?
 - b) Other there other sources that indicate the same or similar evidence/information?
 - c) What are the points of view in the sources and are they from distinguished authors/publishers?
 - d) Where did the author/publisher get their information from (check the bibliography)?
 - e) Does it make sense? Why/Why not?
 - f) etc....
- 3) Use a graphic organizer that works from your formulated questions. Create your own graphic organizer based on your questions.
- 4) Use a chart, table, venn diagram, illustration, map(s) to record your evidence/information.
- 5) Use point form when recording your evidence/information - **DO NOT PLAGIARIZE!**
- 6) Did you collect enough information to answer your formulated questions accurately. **Could you have a conversation with someone about your inquiry?**
- 7) Record the sources - create your own bibliography. Depending on your source, you will need to record different information and put into APA format. The next page contains the APA style for the most common sources that we will be using.

Bibliography Format:

Book with one author

Bernstein, T. M. (1965). *The careful writer: A modern guide to English usage* (2nd ed.). New York, NY: Atheneum.

Book with two authors

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

Book by a corporate author

- Associations, corporations, agencies, government departments and organizations are considered authors when there is no single author

American Psychological Association. (1972). *Ethical standards of psychologists*. Washington, DC: American Psychological Association.

Article in a newspaper or magazine

Semenak, S. (1995, December 28). Feeling right at home: Government residence eschews traditional rules. *Montreal Gazette*, p. A4.

Driedger, S. D. (1998, April 20). After divorce. *Maclean's*, 111(16), 38-43.

Television or radio program

MacIntyre, L. (Reporter). (2002, January 23). Scandal of the Century [Television series episode]. In H. Cashore (Producer), *The fifth estate*. Toronto, Canada: Canadian Broadcasting Corporation.

Film, videorecording or DVD

Kubrick, S. (Director). (1980). *The Shining* [Motion picture]. United States: Warner Brothers.

YouTube videos

With author's name and screen name

Apsolon, M. [markapsolon]. (2011, September 9). *Real ghost girl caught on Video Tape 14* [Video file]. Retrieved from <http://www.youtube.com/watch?v=6nyGCbxD848>

With only screen name

Bellofolletti. (2009, April 8). *Ghost caught on surveillance camera* [Video file]. Retrieved from <http://www.youtube.com/watch?v=Dq1ms2JhYBI&feature=related>

Web pages & non-periodical documents on the Internet

Library and Archives Canada. (2008). *Celebrating women's achievements: Women artists in Canada*. Retrieved from <http://www.collectionscanada.gc.ca/women/002026-500-e.html>

- If the source material is likely to change over time (e.g. wikis), include the retrieval date.

Geography of Canada. (2009, September 29). In *Wikipedia, the free encyclopedia*. Retrieved September 30, 2009, from http://en.wikipedia.org/wiki/Geography_of_Canada

Interpret and Analyse

Students:

- identify the key points or ideas in each source
- interpret maps/charts/illustrations to help analyse events, developments and/or issues
- identify biases in sources
- determine if all points of view are represented

Hints/Tips to Interpret and Analyse

- 1) Highlight or record in point form the key points or ideas relating to your inquiry.
- 2) Use multiple sources.
- 3) Use items other than text (maps, charts, illustrations) that relate to your inquiry.
- 4) Determine the author of the text or where the information may have come from and the point of view that it is attempting to portray.
- 5) Ask yourself, if all points of view are being represented in the text. Is there anyone that is missing or that the event and/or situation is leaving out?
- 6) Perhaps create a graphic organizer with all of the stakeholders that should be represented. Once created, begin to add the evidence/information from the text for each stakeholder. If evidence/information is missing for a particular stakeholder, attempt to locate or derive their point of view.

Evaluate and Draw Conclusions

Students:

- synthesize evidence/information and make informed, critical judgements
- make connections between past and present
- determine short and long term consequences of events, developments and/or issues on different individuals, groups and/or regions
- assess whether an event or action was ethically justifiable given the context of the time
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Hints/Tips to Evaluate and Draw Conclusions

- 1) This is the “thinking” step of the process after reviewing all of your collected information/evidence to your inquiry.
- 2) Use the information that you already know and combine it with the information/evidence that you have collected to make informed and critical judgements. **What does the evidence tell you?**
- 3) Use personal text-to-text, text-to-self and text-to-world connections and combine it with the information/evidence that you have collected to make informed and critical judgements. **What has been your experience?**
- 4) Create a chart listing the short and long term consequences of events, developments and/or issues with each stakeholder. Are some of the consequences still evident today? If not, how do you think the stakeholders/regions overcame the consequences?
- 5) Put yourself in the historical time period and determine if the event or action was ethical. Was the event or action consistent with other events or actions during this time period? (ex. hanging a person to death, locking a person in jail without a charge/trial).
- 6) What does your information/evidence tell us? What are your conclusions of your inquiry?
- 7) Create firm and evidence-based statements with supporting details for your inquiry.
- 8) Think about what your audience will agree and disagree with you about? Be prepared to back up your judgements/opinions.

Communicate

Students:

- use appropriate forms for different audiences/purposes
- communicate arguments, conclusions and judgements clearly and logically
- use historical terminology and concepts correctly/effectively
- cite sources using appropriate forms of documentation

Hints/Tips to Evaluate and Draw Conclusions

- 1) This is the “presentation” step of the process. Remember - professional looking presentations appeal to the audience (and evaluator) much easier and effectively than a poorly planned, disorganized and messy impression.
- 2) Determine how you are going to most effectively “tell” your audience about your inquiry?
- 3) Make sure you use the historical terminology correctly and effectively in the collection and communication of your inquiry.
- 4) When speaking, ensure you state your conclusion/judgements/opinions clearly and that your evidence “makes sense” and relates to your statement.
- 5) Ensure your information/evidence is from a reliable source and that you are able to quickly and easily identify the source that it is from. **Bibliography reference.**
- 6) Use a variety of different forms to communicate your inquiry. Do not always use the same form. **Some appropriate forms are below:**
 - a) Bristol Board - use of bristol board can be changed with respect to size, orientation, folding, etc.
 - b) Video - creating a video that depicts the inquiry and the evidence. This can be done using computer generated software and/or video camera.
 - c) Booklet - use of a booklet can be changed with respect to size, orientation, folding, type of paper, etc.
 - d) Report Covers - creating a report with a cover, table of contents, tables, graphs, maps, etc.
 - e) Narrative Stories - creating a fictional/nonfiction narrative with evidence from the event of the inquiry.
 - f) Comic Strips - creating a visual representation with evidence from the event of the inquiry.
 - g) Powerpoint/Smartboard - use of computer programs to create a professional presentation.
 - h) Models/Artifacts - some events are appropriate to depict using a model or artifact.
 - i) Works of Art - some events are appropriate to depict using visual art, music, dance and/or drama.
 - j) etc...