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Spark Curiosity



**Ideas and Activities from
ABC-CLIO's Inquiry Experts**

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Ideas for Sparking Curiosity from ABC-CLIO's Inquiry Experts

Question and Make Connections with Photographs

Barbara K. Stripling recommends...

Provide an intriguing photograph related to the topic of study and guide students to ask questions they want to pursue.

- Why was this photo taken?
- What happened before or after this photo?
- What point of view is expressed through the photo?
- Whose perspectives are left out?



RELATED ACTIVITY

Jackie Robinson 5

Explore Meaning in Music

Kesha S. Valentine recommends...

Share music clips and lyrics from several different eras that explore social issues. Ask:

- What might have been the artist's purpose?
- What evidence supports your thoughts?
- What other ideas might have been important to the artist at that time?
- How do these issues impact *your* life today?



RELATED ACTIVITY

Songs as a Portal to History 7

Ideas for Sparking Curiosity from ABC-CLIO's Inquiry Experts

Probe Others' Questions

Jacquelyn Whiting recommends...

Give your students a statement—perhaps a quotation by a famous person they may or may not know—and then ask them:

- What question was that person answering?
- Why does it matter?



RELATED ACTIVITY

What were they thinking? 10

Investigate Political Cartoons and Posters

S. Erin Conklin recommends...

Give students a political cartoon or propaganda poster (e.g. War Bonds or Victory Gardens).

Ask students:

- What message is the artist trying to convey?
- Can you identify any symbols in the image?
- What is the meaning behind these symbols?
- What audience is the artist targeting?



RELATED ACTIVITY

Political Cartoon: Business Is Business. 11

Ideas for Sparking Curiosity from ABC-CLIO's Inquiry Experts

Analyze Monuments

LaVora “Gayle” Gadison recommends...

Encourage students to think about why memorials are created and who gets chosen to be commemorated with this exercise. Provide a photo of a commemorative statue and direct students to respond to the following:



- What is the name of the statue?
- Describe the statue in detail (building material, what it looks like, size, color, etc.).
- Identify any writing. Is there a message?
- When was it built? Where is it located? Why?
- Who is the intended audience? What was the intended message?
- What stands out to you the most about the memorial? Why?
- Might this statue be offensive to any group(s) of people? Why/why not?
- Should statues that are offensive be removed? Why/why not?
- Whose perspectives are left out?



RELATED ACTIVITY

What do we choose to memorialize?14

Uncover Students' Interests

Elizabeth Barrera Rush recommends...

Topic selection can be a challenging research task for students, in part because they may not be used to tapping into their personal curiosities as part of the process. Provide students with practice in recognizing the questions and interests they're already following in their lives with prompts like these:



- What something that you've seen or heard recently that made you raise your eyebrows or feel confused?
- What do you do the second you get home? When you get out of bed on a Saturday?
- What wakes you up at night?
- If you could collect something, build something, or fix something, what would you want to work on?
- Do you think to yourself, "If only I could do this better; if only I weren't afraid of something; things would be easier for me if only I could..." what? Finish that sentence.
- What was the last thing you observed (in person or online) that made you feel inspired?



RELATED ACTIVITY

What do you want to learn?19

Activities



from ABC-CLIO and School Library Connection

Lesson Plan

Bell Ringer: Jackie Robinson

Overview:

The visible thinking routine “What makes you say that?” asks students to describe something and then support their interpretation with evidence. In most cases, the routine takes the shape of a whole class or group conversation and helps ground students in the lesson or topic.

Student Action:

Display the image to the class or print it for students. Ask them to examine the image and then reply to the two prompts below.

- What’s going on?
- What do you see that makes you think that?

Ask students to record their answers and facilitate an exchange so that ideas are shared.

Suggested Scaffolds:

- Ask students to perform this in pairs or triads.
- Annotate some aspects of the image.
- Provide some background information.

Connecting History to the Present/Conceptually:

Introduce the concept “Context” to students (suggested definition below). Ask them to identify a list of circumstances that have impacted their life—half of these should be before they were born.

Context: The set of circumstances that surround an event.

Craig Perrier

Perrier, Craig J. “Jackie Robinson.” *Educator Support*, ABC-CLIO, 2021, educatorsupport.abc-clio.com/Support/Display/2228987?cid=336&productId=1.

ABC-CLIO’s Bell Ringers use compelling images from history paired with thought-provoking questions drawn from Project Zero’s Thinking Routines Toolbox to spark student curiosity in the classroom.

Activity

Jackie Robinson



Jackie Robinson interviewed on Voice of America, 1950s
Source: National Archives

Examine the image and then record your responses to the prompts.

What's going on?

What do you see that makes you think that?

Activity

Songs as a Portal to History

Song Title:	“Blowin’ in the Wind”
Artist:	Bob Dylan
Year Released:	1962

In his article on the song “Blowin’ in the Wind,” music professor James E. Perone states,

“This is a song that demands attention from the listener, who is responsible for determining precisely what the issues are and considering what possible solutions might be. This highlights the fact that ‘Blowin’ in the Wind’ was first experienced by an audience not simply engaged in hearing a song, but in figuring out the social issues it addressed and in working through public protest toward solving the issues.”

He also describes how various artists who have performed the song have put the emphasis on different elements of the song. Listen to several recordings of the song by different artists and reflect on your understanding of the song’s meanings, using the following prompts:

Prompt	Reflections
What might have been Dylan’s purpose in writing the song?	
What evidence supports your thoughts?	
What covers of the song did you listen to? How do the various artists make the song their own?	
How do these issues impact your life today? Which parts of the song would you emphasize if you were performing it?	

Perone, James E. “Blowin’ in the Wind,’ (Song, 1962).” In *Pop Culture Universe: Icons, Idols, Ideas*, ABC-CLIO, 2021, popculture.abc-clio.com/Search/Display/2247625..

Activity

Songs as a Portal to History

Song Title:	<i>It Takes a Nation of Millions to Hold Us Back</i>
Artist:	Public Enemy
Year Released:	1988

In his article on the Public Enemy album *It Takes a Nation of Millions to Hold Us Back*, music writer Chris Smith looks at the album's protest themes:

“Describing their music as ‘the black CNN,’ Public Enemy used *It Takes a Nation* as a soapbox to address issues like police brutality, institutional racism, the overwhelming percentage of Blacks in American prisons, and the hypocrisy of white government—matters that plagued the Black community but got little attention from mainstream media.”

Choose a few songs from the album and use the following prompts to reflect on what you hear:

Prompt	Reflections
What messages do you hear in the songs from this album?	
Focusing on a song of your choice, what might have been Public Enemy's purpose in writing this song?	
What evidence supports your thoughts?	
How do these issues impact your life today?	

Smith, Chris. “Public Enemy: *It Takes a Nation of Millions to Hold Us Back* (Album, 1988).” In *Pop Culture Universe: Icons, Idols, Ideas*, ABC-CLIO, 2021, popculture.abc-clio.com/Search/Display/1511555.

Activity

Songs as a Portal to History

Now select a protest song or album of your choice and reflect on its message with the following prompts:

Song Title: Artist(s): Year Released:	
Prompt	Reflections
What might have been the artist's purpose?	
What evidence supports your thoughts?	
What other ideas might have been important to the artist at that time?	
How do these issues impact your life today?	

Activity

What were they thinking?

“Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble. Voting and participating in the democratic process are key. The vote is the most powerful nonviolent change agent you have in a democratic society. You must use it because it is not guaranteed. You can lose it.”

John Lewis, editorial written shortly before his death, July 2020

Question	Reflections
What question was Lewis answering?	
Why would this have mattered over the course of Lewis’s life?	
Why might it matter today?	

“John Lewis: Quote on Ordinary People with Extraordinary Vision.” In *American History*, ABC-CLIO, 2021, americanhistory.abc-clio.com/Search/Display/2253203.

Activity

Political Cartoon: Business Is Business



Cartoon by J. S. Pughe, published as a centerfold in *Puck*, v. 43, no. 1111 (June 22, 1898) by Keppler & Schwarzmann. Uncle Sam standing on a sidewalk, holding wads of dollars; the street is lined with stores and shops offering goods from several European countries and above each shop is a sign that gives the dollar amount of goods "Sold to Uncle Sam" in the previous year. On the street are representatives from Austria, Italy, France, Germany, Russia, and England hailing Uncle Sam. A penniless man labeled "Spain" is standing in the middle of the street. Caption is: "After careful consideration Europe seems inclined to admit that Uncle Sam is right—and a good customer."

Source: Library of Congress

"Business Is Business." *American History*, ABC-CLIO, 2021, americanhistory.abc-clio.com/Search/Display/1895463

Activity

Political Cartoon: Business Is Business

Five steps with guiding questions to help you understand and analyze the primary source

1. Identify the Source	
When was this cartoon created?	
Where was this cartoon created?	
What publication ran the cartoon?	
2. Place the Source in Context	
What is the historical context of this cartoon?	
What people, objects, or other elements can you identify in the cartoon?	
What is the message or opinion relayed in the cartoon?	
What makes the cartoon funny or insightful or critical?	
3. Analyze the Source Content	
What is happening in the cartoon?	
What is the message or opinion relayed in the cartoon?	
Who or what does the cartoon target?	
What makes the cartoon funny or insightful or critical?	

Activity

Political Cartoon: Business Is Business

Five steps with guiding questions to help you understand and analyze the primary source

4. Assess the Source Perspective	
How does the creator of the cartoon convey information and make a point?	
Does the cartoon have a particular bias or perspective?	
Does the creator try to motivate or convince people using this cartoon? If so, how?	
How do you think viewers reacted to the cartoon?	
5. Evaluate the Source	
Do you think this cartoon is an effective one? Did it amuse people or make them think?	
Why was this cartoon important to the people who created and viewed it, and why is important now for what it can tell us?	
What connections can you make from this cartoon to politics, issues, culture and society, faith and religion, and historical change over time?	
Does comparing this cartoon with other sources, past or present, provide valuable insight?	
How can you tie this cartoon into key themes, questions, controversies, and debates?	

Activity

What do we choose to memorialize?



The Crazy Horse Memorial and model near Custer, South Dakota. Korczak Ziolkowski began work carving the mountain into a sculpture of Crazy Horse at the wishes of the Lakota people on Pine Ridge Indian Reservation in 1948. He continued work until his death in 1982, using only private funds for the project. Work on the memorial continues today.

Source: Cindy Daly/Dreamstime

"Crazy Horse Memorial," *Educator Support*, ABC-CLIO, 2021, <https://educatorsupport.abc-clio.com/Support/Display/2234266?cid=NA>

Activity

What do we choose to memorialize?



A statue of Confederate general Robert E. Lee atop the Virginia Gettysburg Memorial, dedicated in 1917 to the soldiers who fell during the bloodiest battle of the Civil War. Beyond its military significance as an important turning point in the Civil War, the Battle of Gettysburg has become a prominent and enduring part of American popular culture.

Source: National Park Service

"Gettysburg Memorial." *Issues: Understanding Controversy and Society*, ABC-CLIO, 2021, issues.abc-clio.com/Search/Display/1526574

Activity

What do we choose to memorialize?



A monument to Pancho Villa, one of the great military and political leaders of the Mexican Revolution of 1910, Zacatecas, Mexico. Zacatecas was a main theater of the Mexican Revolution. On June 23, 1914, Pancho Villa's División del Norte (Division of the North) defeated the federal troops of General Luis Medina Barrón in Zacatecas.

Source: Elsafraga/Dreamstime.com

"Monument to Pancho Villa." *Educator Support*, ABC-CLIO, 2021, <https://educatorsupport.abc-clio.com/Support/Display/2233138?cid=NA>

Activity

What do we choose to memorialize?

	Crazy Horse Memorial	Virginia National Monument	Memorial to Pancho Villa
Describe the statue in detail. What does it look like? What materials were used?			
When was it built? Who built it? Who commissioned it?			
Where is it located? Why?			
Why might it matter today?			

Activity

What do we choose to memorialize?

What conclusions can you draw about why memorials are created and who gets chosen to be commemorated? How does their form impact the message they convey?

Activity

What do *you* want to learn about?

Use these questions as a guide to help you discover areas that you might like to research and learn more about.

What is something that you've seen or heard recently that made you raise your eyebrows or feel confused?	What do you do the second you get home? When you get out of bed on a Saturday?
If you could collect something, build something, or fix something, what would you want to work on?	What is something that makes you feel nervous? What do you want to know about it?

About the Experts

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Barbara K. Stripling, DPS, is professor emerita at Syracuse University and creator of the Stripling Model of Inquiry. She serves as co-editor at School Library Connection.



Kesha S. Valentine, EdS, is an educational specialist for secondary libraries in Fairfax County Public Schools. She serves as a regular columnist for School Library Connection.



Jacquelyn Whiting is the instructional coach and technology integrator for the Brookfield (CT) Public Schools, as well as co-editor at School Library Connection and the author, most recently, of *Student-Centered Learning by Design*.

S. Erin Conklin is supervisor of K-12 Social Studies at Duval County (FL) Public Schools and a contributor to ABC-CLIO's Educator Support Site.



LaVora "Gayle" Gadison is curriculum and instruction manager for social studies at Cleveland Metropolitan School District.



Elizabeth Barrera Rush is library specialist at Northside Independent School District, San Antonio, and a noted expert on Genius Hour. She serves as co-editor of School Library Connection and is the author, most recently, of *The Efficient Library: Ten Simple Changes That Save Time and Improve Service*.

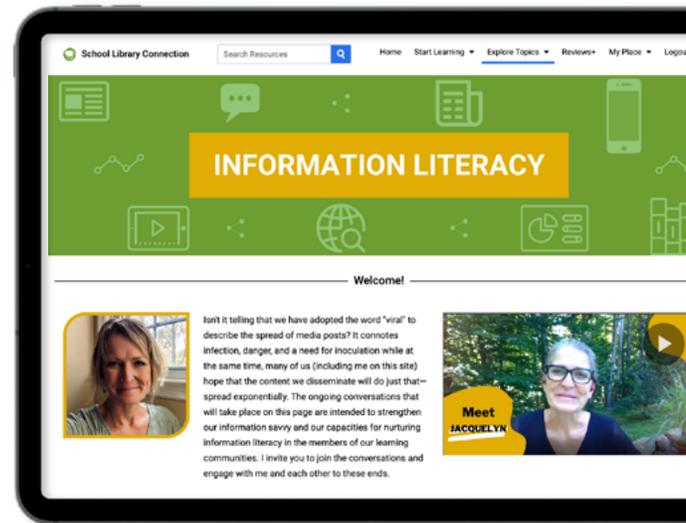


Craig Perrier is the High School Social Studies Curriculum and Instruction Specialist for Fairfax County Public Schools in Fairfax, VA.

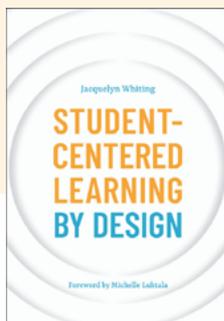
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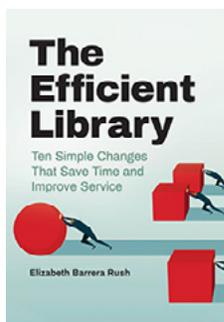


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