

Activities to Review the Phases of the Stripling Model of Inquiry

The activities are a demonstration on how to implement all of the phases of the Stripling Model of Inquiry. The theme of the activities as focused on the topic of the level II workshops which was women's suffrage. Each participant will complete all of the activities in the level II workshops. After the participants have completed all of the activities they will share their results and conclusions on the activities. This sharing begins the discussion that is beneficial for the participants in determining what type of implementation of the Stripling Model they are planning on conducting.

The overall goal is to walk participants through the phases of the Stripling Model of Inquiry. In accomplishing this goal it has the participants clearly understanding of one technique in completing the inquiry model.

We have found that there are different benefits to demonstrating these activities. One of the benefits is that it allows the participants to begin their thought process on how they will accomplish all of the different phases of the Stripling Model of Inquiry. A second benefit is to have activities that will allow the participants examples to refer to during their discussions of how they are planning on incorporating primary sources into their activities. These examples have created a framework for a discussion that allows for a more beneficial and productive level II workshop.

Connect Phase

Activity I

To start the Stripling Model of Inquiry in the connect phase have a group of related images around one central topic for the participants to choose from. Place all of the images on a table to allow the participants to see all the images and then have the participants choose one of the images.

(A selection of sample images can be found at the bottom of this page.)

Have the participants answer the following questions.

Why did you select this image?

What is interesting about this image?

Write a few sentences about what you think is going on in the image.

Write a few sentences about what you think the creator of the image was attempting to document.

What other background information could help to form my opinion about this topic/image?

Wonder Phase

Activity II

During the Wonder Phase the participants need to answer the following questions and create a concept map related to the image they selected.

What intriguing questions do you have about the topic? What hypotheses do you have about the topic?

What do you expect to find?

Concept Map

Create a concept map with the questions and hypotheses you have developed.

Investigate Phase

Activity III

The participants will be given documents and other relevant information about the specific topic for them to read and analyze. This information will be used to answer their questions and their hypotheses they had previously made.

(A selection of sample documents can be found at the bottom of this page.)

The participants may wish to use Reflective Note taking for each of the information sources.

The participants will have their central question at the top of the paper they are attempting to answer. They will take “Notes” from the new information in an attempt to answer the question. They will also have a written “Reaction” on the notes to relate this information back to their central question.

Construct Phase

Activity IV

The construct phase will have the participants reading through their notes and starting to complete their concept map. The participants will start to draw conclusions about the questions and hypotheses. The participants will continue to interpret the meaning of the text (finding patterns and relationships, comparing to prior knowledge, making inferences) and draw conclusions and develop new understandings.

The participants should be able to answer any of the following questions:

Have any main ideas emerged from the research?

Did I find enough evidence to form an opinion or support my thesis?

What organizational patterns or tools will help me make sense of my information?

Express Phase

Activity V

The express phase has the participants demonstrating what information they have learned. This expression can take many different forms some examples can be essay, a class presentation and individual presentations to class members. The participants will be able to express new ideas to share learning with others.

Reflect Phase

Activity VI

During the reflect phase participants should be able to ask new questions, reflect on their own learning. The participants will also evaluate their use of primary sources, consider further questions and methods that can support deeper investigation. The

participants will reflect on their analysis and determined what improvements they have for the next time they are engaged in the Stripling Model

Sample Images

Head of suffrage parade, Washington, D.C.

[http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field\(NUMBER+@band\(cph+3a23348\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field(NUMBER+@band(cph+3a23348)))

Suffragists marching, probably in New York City in 1913

<http://loc.gov/pictures/item/97500064>

The first picket line - College day in the picket line

[http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field\(NUMBER+@band\(cph+3a32338\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field(NUMBER+@band(cph+3a32338)))

Looking backward

<http://loc.gov/pictures/item/2002716765>

"O Save Us, Senators, From Ourselves!"

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp3004001>

Suffragists Protest Woodrow Wilson's Opposition to Woman Suffrage, October 1916

<http://hdl.loc.gov/loc.mss/mnwp.276015>

Votes for Women Broadside. Women's Political Union

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp7003401>

Title: The temptation of Saint Samuel

<http://www.loc.gov/pictures/item/2002720356>

Two's company three's a crowd

<http://www.loc.gov/pictures/item/2002720381>

Votes for women

<http://www.loc.gov/pictures/item/92500252>

Suffragettes parading with banner "President Wilson favors votes for women". N.Y.C. ca.1916

<http://www.loc.gov/pictures/item/2001704196>

Helena Hill Weed, Norwalk, Conn. Serving 3 day sentence in D.C. prison for carrying banner, "Governments derive their just powers from the consent of the governed."

<http://hdl.loc.gov/loc.mss/mnwp.275034>

The apotheosis of suffrage

<http://www.loc.gov/pictures/item/acd1996001952/PP>

Maryland Day [picketing the White House for suffrage]

<http://hdl.loc.gov/loc.mss/mnwp.160021>

Penn[sylvania] on the picket line-- 1917.

<http://hdl.loc.gov/loc.mss/mnwp.160022>

Suffragists Picketing House of Commons

<http://www.corbisimages.com/Enlargement/U236356INP.html>

Police Arresting Suffragist in London

<http://www.corbisimages.com/Enlargement/IH171155.html>

London Policemen Arresting a Suffragist

<http://www.corbisimages.com/Enlargement/BE050382.html>

Emmeline Pankhurst is Led Away

<http://www.corbisimages.com/Enlargement/HU002179.html>

Sample Documents

International Woman Suffrage Alliance Meets in London

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5007903>

Dinner for Mrs. Snowden; In Favor of Woman Suffrage

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp7008202>

To All Women, Greeting: Woman Suffrage Pageant and Mass Meeting

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp7006501>

Sketch of Life of Carrie Chapman Catt; page 2

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1013901>

Suffrage Talk of Carrie Chapman Catt

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1013902>

"Woman and the State." Lecture by Mrs. Carrie Chapman Catt; page 2

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1014201>

Stockholm Convention of International Woman Suffrage Alliance

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp7009201>

Give Vote to Woman

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp6007003>

Anne Fitzhugh Miller's Notes for introduction of Carrie Chapman Catt and status report on Geneva Political Equality Club

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1014101>

First Night Session of the 34th National American Woman Suffrage Convention; page 3

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1016501>

Women Who Want the Ballot Give Their Reasons; page 2

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5012002>

Women Who Want the Ballot Give their Reasons

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5011901>

Woman suffrage and politics; the inner story of the suffrage movement, by Carrie Chapman Catt and Nettie Rogers Shuler.

<http://hdl.loc.gov/loc.rbc/rbnawsa.n6874>

Woman Suffrage Hearing before the Committee on Judiciary on the House of Representatives

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1005903>

The Remonstrance, Quarterly publication of Massachusetts Association Opposed to the Further Extension of Suffrage to Women

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5011101>

The Remonstrance, Quarterly

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp7010401>

Anti-Suffragists' Organ critiques recent Remonstrance

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5011102>

Woman's Suffrage Not Inevitable

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp4007801>

Women Will March On Albany To-Day

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5008702>

Women at State Capitol

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5009402>

Suffragism: Harriet Stanton Blatch rebuts Mary Ward, comparing progress in American and British suffrage movements

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp4007802>

Women's Arguments Against Woman Suffrage

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp3004003>

The Neighbors' Judgment

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp5015504>

Sketch of Life of Carrie Chapman Catt; page 2

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1013901>

Suffrage Talk of Carrie Chapman Catt

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1013902>

Suffrage Talk of Carrie Chapman Catt; page 2

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1014001>

"Woman and the State." Lecture by Mrs. Carrie Chapman Catt; page 2

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp1014201>

Stockholm Convention of International Woman Suffrage Alliance

<http://hdl.loc.gov/loc.rbc/rbcmil.scrp7009201>