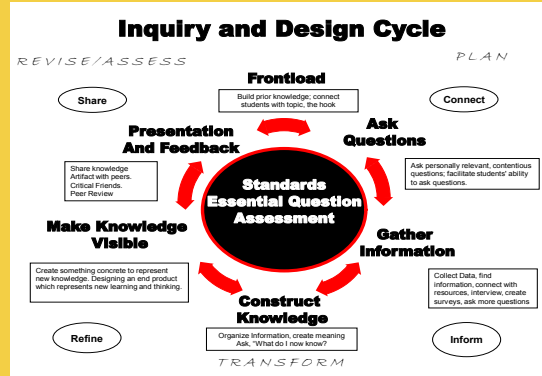




GEAR UP 2009 Inquiry and Design Institute: Making Knowledge Visible

June 15-19, 2009 , 9:00 - 4:30
Chicago Teachers Center
770 N. Halsted, 4th Floor
Chicago, IL 60622
For Teachers of Grades 6 -12

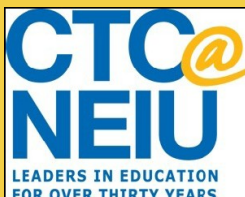


- **Bring** a question that you are genuinely curious about or that you'd like to write a unit around for your students.
- **Earn** 30 CPDUs or 2 Lane Credits (up to 5 if you write unit, implement it and present it.)
- **Learn** to support your students in designing their own inquiry and demonstrating the knowledge that they construct.
- **Take** Inquiry back to your classroom. Begin the fall with a deepened understanding of the Inquiry cycle, lots of strategies, and your own ideas for developing a curricular unit.
- **Build and Maintain Inquiry Theme Teams with Laurie Frank**, the author of *Journey Toward the Caring Classroom*. Our special guest will lead essential strategies for creating classroom cultures that support inquiry and maintain student inquiry theme teams.
- **Write and Develop a Curricular Unit (or get a good start)** Working with your own inquiry question, you'll conceive of a unit theme and begin to map out a curricular unit.

\$650 for the Week. **Price waived for teachers in GEAR UP and other programs affiliated with the Chicago Teachers' Center.** \$250 discount rate for groups of three or more. \$50 refundable deposit required to guarantee registration. Make check out to Chicago Teachers' Center. Breakfast and Lunch Served Daily.



Funded by grants from the U.S. Department of Education and the Illinois State Board of Education



To Register online go to
www.gearupchicago.org



Explore Inquiry through Inquiry Essentials. These workshops will offer demonstration lessons and practice in strategies that promote successful inquiry. Participate as a “student of inquiry,” keeping an eye on connections to your own classroom practice.

Choose 3 one-day workshops:

Constructing Knowledge Inquiry: Getting Your Students to Create Their Own Interviews, Surveys and Opinionnaires We will examine some potentially fascinating avenues students can pursue to create data where none currently exist, such as surveys, opinionnaires, interviews and other research instruments for collecting information. For inspiration, we will examine an exciting project by Wells High School freshmen that began with their survey of 8th graders’ worries about high school and resulted in a set of short plays or skits that opened a wonderful dialogue between the incoming and current freshman classes. Then we’ll look at ways to set up similar methods for your students to use. We’ll also try out various ways to represent the data you collect and consider possibilities for artistic presentations to make an impact on your target audience while keeping your own students highly engaged and steadily learning. **Dr. Mary Massie**

Old School Inquiry and Design Meets New School Technology When Jeff Wilhelm and Paul Friedemann wrote *Hyperlearning* over 10 years ago, students were using the Hypercard program on Apple IIe’s (Hypercard was like an ancient version of PowerPoint). Now students (and some teachers) are IMing and Tweet on their phones, posting to MySpace pages and blogs and using a variety of other technology-based tools. This Inquiry Essentials workshop will explore the basics of Inquiry and Design with a specific look at how old and new technology tools can be used in each stage of the process. Novice computer users are welcome to attend this workshop and learn the basics of PowerPoint, but the pace will be brisk enough to accommodate experienced technology users and participants will be encouraged to use newer tools. **Daniel Laubacher**

Building Theme Teams: The Benefits of Small Group Inquiry Projects Have you seen, read, heard of great classrooms where the students were inquisitive, motivated, engaged? Have you wondered how you can make that happen in your classroom and still cover all the standards and curriculum? Considering inquiry as a valid and participatory learning tool is catching on in more and more classrooms across the nation, from kindergarten to graduate school. Stephanie Harvey and Harvey Daniels just published a new book on inquiry circles, comprehension strategies, and small group collaboration. We will examine this text and its applications within your classroom. Join us to explore the four models espoused by these two giants in the field of reading and learning.

These three separate one-day workshops can be taken as a three-day thread. **Beverly Rowls**

The All-Important Notebook: Using the Journal in Your Inquiry Unit Reporters use notebooks, ship captains use logs, lawyers build cases, doctors keep notes on their patients, scientists collect data, write proofs and create experiments, anthropologists keep field journals, artists keep sketchbooks. We will look at the all-important notebook and how it can facilitate the development of a sophisticated inquiry. Posing questions, keeping notes, tracking findings, and looking for patterns over time are necessary components to making meaning during the inquiry process. We’ll not only look at variations of the notebook, but we’ll try various journalistic techniques for making the journal a meaningful part of the discovery process of inquiry. **Germania Solorzano**

Or Choose 1 three-day thread:

The Comical Inquirer: History is No Laughing Matter...or Is It? Inquire through the lens of sketch comedy and satire about historical events and their impact on the nation and the world. In this three-day workshop, you’ll alternate between the role of teacher and student, participating in our group inquiry and developing ideas for your individual inquiry. You’ll explore how students can use sketch comedy to construct meaning, develop their own social commentary, and further fuel their own investigations. You’ll examine text to understand point of view, premise, and other key elements to jump start the comedian within. **Michael Villareal**



Monsters Among Us: Using Story to Support Inquiry Outta the way, Godzilla, Dracula, and the Swamp Thing! The Monster is a venerable story form that includes elements of character, scene, and narration, point of view, distance, and scope, to find patterns, make meaning, explore cause and effect to answer who, what, when, where, but especially how and why, get a handle on a big topic, focus in on the details, extend a metaphor, open up clogged research, see where this is all heading, register our emotional response, make personal connections, pop open new questions, find some answers, and sometimes even rally a call to action in the midst of an overwhelming inquiry. Each of us will write a monster story about a topic of interest to us that may seem too ornery to handle. **Polly Mills**

For further information regarding this GEAR UP professional development opportunity, contact Susan A. Garr at SAGarr@neu.edu or your GEAR UP representative.

To Register online go to www.gearupchicago.org