

Bridging Disciplines - Driving Change: Promoting Classroom Activism by Utilizing Children's Picture Books and the Inquiry Design Model in Educator Preparation Programs

Donna Fortune^a, Lisa K. Pennington^b, Mary E. Tackett^c & Paige Horst^d

^aVirginia Tech

^bGovernors State University

^cLongwood University

^dRadford University

Abstract

Embedding inclusive strategies and practices into Educator Preparation Programs (EPPs), can ensure that future social studies teachers are well-equipped to create dynamic, inclusive, and empowering learning environments for all students. The Inquiry Design Model (IDM) provides a framework for encouraging social studies preservice teachers to explore activism and social change through the lens of children's picture books. Such inquiry is essential for promoting equity, enhancing learning outcomes, and fostering critical thinking and empathy, while also preparing teachers for diverse classrooms and for meeting legal and ethical obligations to provide inclusive education for all students.

Key Words: Educator Preparation Program (EPP), Inquiry Design Model (IDM), Children's Picture Books, Activism, Social Justice, Elementary Classrooms

In today's rapidly changing world, the call for activism and social change resonates louder than ever. Today's teachers have a unique opportunity to empower the next generation of leaders by cultivating their academic knowledge and their passion for making a difference in the world. As such, Educator Preparation Programs (EPPs) play a pivotal role in developing preservice teachers who are prepared to teach all students by equipping them with the tools and strategies needed to create inclusive, inquiry-based learning environments.

The Inquiry Design Model (IDM) provides students with opportunities to develop authentic critical thinking skills as they engage in inquiry-driven exploratory activities to evaluate information, problem-solve, and participate in discussions in order to make informed decisions about a given topic (Swan, Grant, & Lee, 2018). As students collaborate with their peers, they gain a deeper understanding of diverse topics and learn how to explore them from multiple perspectives (Grant, Swan, & Lee, 2017). EPPs can help preservice teachers harness the power of cross-disciplinary connections and promote activism both inside and outside of the classroom by carefully modeling how to create high-quality IDMs and by providing preservice teachers with authentic tasks and direct and explicit practice with the model. Focusing specifically on selecting children's picture books that address activism can also help elementary

students develop the knowledge and skills necessary to become civically engaged through these inquiry-driven activities (Serriere, 2013).

EPPs can play a key role in guiding preservice teachers as they design their own IDM and select children's picture books to foster critical thinking, collaboration, and advocacy among elementary students. In this article, we delve into the transformative potential of the IDM as a catalyst for promoting activism across disciplines in the elementary classroom. We explore how the IDM fosters critical thinking, collaboration, and creative problem-solving skills among students, and how it empowers them to become informed, engaged, and proactive citizens. Using practical strategies and examples centered around the topic of activism, we provide a rationale for why EPPs should actively engage preservice teachers with the IDM. We also highlight practical suggestions for actively equipping preservice teachers to utilize IDMs with their own students so they are prepared to ignite passion, inspire action, and effect change in the classroom and beyond.

Introducing the Inquiry Design Model (IDM)

The Inquiry Design Model (IDM), developed by Grant, Swan, and Lee (2017) is a one-page template that contains key components inspired by the College, Career, and Civic Life (C3) Inquiry Arc Framework (NCSS, 2013; Swan, Lee, & Grant, 2014), making it highly effective for fostering inquiry-based learning. Central to the IDM is a primary, *compelling question*, derived from state and/or national *standards and practices* (Grant, Swan, & Lee, 2017). This compelling question serves as the driving force of inquiry that sparks curiosity and encourages students to explore significant and complex issues (Grant, Swan, & Lee, 2017). Students begin thinking about the complex question through a process called *staging the question*, before exploring secondary, *supporting questions*, which are aligned with specific *formative performance tasks* that scaffold learning and guide students through steps to build understanding and apply their knowledge (Grant, Swan, & Lee, 2017).

Next, students are presented with *featured sources*, such as primary documents, images, and multimedia resources, which provide authentic, diverse perspectives, and encourage students to engage in critical evaluation and analysis (Grant, Swan, & Lee, 2017). The model culminates into a final step for students as they complete a *summative performance task* to demonstrate their learning, and they engage in *taking informed action* as they synthesize their learning and apply it to real-world contexts, fostering civic engagement and problem-solving skills (Grant, Swan, & Lee, 2017). This portion of the template allows students to participate in a variety of authentic activities, such as contacting local government officials, creating student journalism and media, delivering presentations on the topic to the public, or working towards changes in public opinion or politics (Grant, Swan, & Lee, 2017; Levinson & Levine, 2013). The IDM's key components provide a systematic approach to inquiry-based learning that emphasizes the real-world application of critical thinking and historical analysis (Acar & Tuncdogan, 2018), and its structured framework enables teachers to offer specific levels of support as they effectively scaffold these skills for their students.

Understanding and Explaining the IDM Framework

Though the IDM's structured, one-page template may appear simple, a great deal of intentional thought and planning is required to develop a *compelling question* that aligns the inquiry and resources within the template (Swan, Grant, & Lee, 2017). The key components of the IDM work cohesively to create a dynamic learning environment that supports the development of authentic critical thinking skills, and students engage deeply with content as they evaluate evidence, collaborate with peers, and construct informed responses to complex questions. Therefore, EPPs and their preservice teachers must familiarize themselves with this design process since IDMs require thoughtful development not only of *compelling questions*, but also in aligning content, identifying *supporting questions*, selecting *featured resources*, and designing tasks to support student success.

Swan, Lee, and Grant's (2018) *Inquiry Design Model: Building Inquiries in Social Studies* is an excellent resource for EPP's who may be unfamiliar with the IDM, or who may be looking for additional tools for explicitly teaching, modeling, and practicing the IDM with preservice teachers. This resource provides a thorough explanation of each section of the IDM and discusses how the IDM should be built, beginning with determining a content angle and point of inquiry, drafting a *compelling question*, and testing the compelling question through the *summative performance task* before moving on to the remaining parts of the inquiry (Swan, Lee, & Grant, 2018). By familiarizing themselves with the various sections of the IDM, their purposes, and the ways in which the sections support each other, EPPs can position themselves to effectively model and explain the framework to preservice teachers who will in turn, feel confident using the IDM with their own students in the classroom.

Initiating Inquiry and Supporting IDM Design

After familiarizing preservice teachers with the IDM framework, EPPs should provide authentic opportunities for them to design their own IDMs. This ensures that preservice teachers have a solid grasp of the IDM structure and alignment, that they are aware of the importance of identifying solid *compelling* and *supporting questions*, and that they are able to curate high-quality resources. Designing an effective inquiry requires the careful curation of multiple ideas, skills, and resources, and creating strongly aligned inquiries is a complex activity that necessitates practice, even for seasoned teachers (Hennessy, et al., 2021). Therefore, preservice teachers should receive hands-on practice during their EPP to ensure that they have some foundation (and hopefully classroom-ready resources) upon graduation to implement this strategy in their future classrooms in order to help students take charge of their learning, and to work toward becoming active and engaged citizens.

Social studies instruction in today's elementary classrooms is often limited or even eliminated to make room for other subjects (Fitchett, et al., 2014; McGuire, 2007), and many schools require the use of scripted curriculum, which limits teacher and student autonomy,

critical thinking, and intellectual engagement (Fitz & Nikolaidis, 2019). Consequently, many preservice teachers are not given adequate opportunities to observe or practice providing high quality social studies instruction, leaving them uncertain about how to diversify curriculum or expand on social studies topics. Therefore, they may not feel confident in their knowledge of the content, or in implementing instructional strategies like the IDM in the classroom. Due to their limited classroom experiences, preservice teachers may struggle when asked to identify possible topics for inquiry, and when crafting a *compelling question* as they begin the initial IDM design process. They may seek out suggestions as a starting point, submit topics that are not aligned with learning standards, or propose topics that while compelling, are not developmentally appropriate for elementary students (e.g., the Holocaust) as they cycle through multiple topic ideas before finding a suitable one to expand upon.

One way that EPPs can mitigate this issue and support preservice teachers who need help understanding the social studies content and/or identifying a point of inquiry is to provide a suggested list of social studies topics appropriate for elementary-age students that align with national and/or state learning standards. Such inquiries and their corresponding *compelling questions* may include topics like worker’s rights (*Who protects workers?*), refugees (*Why do some children have to leave their homes?*), or school integration (*How did Sylvia Mendez affect Civil Rights?*).

Prior to beginning the inquiry, the EPP can ask preservice teachers to submit their proposed topic and *compelling question* for approval so it can be checked for age and grade-level appropriateness. The EPP can also review crucial components of the template, such as the alignment of resources to activities and supporting questions; tasks preservice teachers often struggle with, particularly when designing their first inquiry. If a preservice teacher wanted to focus on the topic of activism, for example, they could create an IDM based on Lindstrom’s (2021) children’s picture book *We Are Water Protectors*. This IDM focuses on the *compelling question* “Who keeps our water safe?” and aligns with *supporting questions* and tasks that invite students to provide a definition for “water protectors,” to identify potential concerns around pipelines, and to consider ways that people may become involved in protecting our waterways (See Appendix A for an IDM example that can be shared with preservice teachers).

Additionally, providing ongoing feedback can help preservice teachers improve their inquiries, which EPPs can provide directly, or by facilitating peer critiques with classmates. Breaking the design process down into distinct, systematic steps can help scaffold the inquiry creation and help preservice feel more confident as they develop their skills and knowledge. It can also provide a practical, real-world model for how preservice teachers can introduce and scaffold the use of IDMs with their own students in the future.

Grounding the Inquiry with Primary Sources

In addition to understanding the IDM’s overall structure and how to initiate the point of inquiry with a *compelling question*, preservice teachers must locate appropriate *featured*

resources to more deeply examine and to expand on the topic (Grant, Swan, & Lee, 2017). However, identifying appropriate primary and secondary sources that align with the point of inquiry can be challenging, and preservice teachers may need guidance locating and vetting resources for both quality and appropriateness. When preservice teachers begin curating resources for their IDMs, EPPs may need to revisit the differences between primary and secondary sources and how and when to use them. Since the purpose of these *featured sources* is to provide information from multiple perspectives about a given topic (Grant, Swan, & Lee, 2017), the sources must be varied, and the primary sources in particular must be accurate, and gathered from multiple, trusted origins, like The Library of Congress or The National Archives. Similar to the students they will teach, preservice teachers may have received minimal social studies education in elementary school (Fitchett, et al., 2014; McGuire, 2007), thus limiting their experience with resource analysis. Resource analysis can help students realize that popular media such as books, movies, and television shows may present unreliable or biased information, so primary sources are essential to providing a complete and accurate understanding of the topic. Reviewing the characteristics of primary and secondary sources, providing suggested sites for locating high quality primary sources, and providing assistance as students determine the reliability of their sources can provide helpful scaffolds as preservice teachers select resources for their IDMs.

Children’s Picture Books as Gateways to Inquiry and Activism

While the importance of primary sources cannot be understated, the IDM can also include secondary sources that help support students' understanding of the topic of inquiry, and can help inform a counternarrative. In particular, we highly suggest that EPPs encourage the use of children's picture books as *featured sources*, as they are a readily available, familiar staple in every elementary school classroom. Picture books are accessible to children of all ages and reading levels, and use simple language with vivid illustrations to convey complex ideas, which makes them a perfect resource for introducing multifaceted topics to even the youngest learners.

For example, teachers can use the children’s picture book *All the Way to the Top* (Pimentel, 2020) to make the topic of activism more concrete for young students. This text shares the story of eight-year-old Jennifer Keelan-Chaffins, the youngest activist in the 1990 “Capitol Crawl;” a demonstration that drew awareness to the architectural barriers individuals with physical disabilities often encounter. The vivid illustrations, coupled with the empowering written narrative showcase the determination and courage Jennifer felt as she crawled up the steps of the Capitol. The story demonstrates how text and illustrations work together to create a powerful insider’s perspective and message of empowerment and activism that even young children can understand and gain inspiration from.

Today’s teachers are faced with the challenge of covering important social studies concepts (Fitchett, et al., 2014; McGuire, 2007), which often involves teaching content that is considered “challenging or divisive” (Kitchen & Taylor, 2020). Children’s books can provide a

familiar and unobtrusive way to introduce difficult topics to students (Pennington & Tackett, 2021), and when used in tandem with the IDM, they can provide a powerful and effective way to introduce young students to important social, environmental, and civic issues (Adkins, 2024). While primary sources support topics by providing historical context and background, children's picture books provide a gateway to inquiry by allowing students to step into the shoes of diverse, historical and present-day characters to help them better understand and empathize with the different perspectives, experiences, and ideas of others (Colantonio-Yurko et al., 2022). Additionally, including a variety of books with diverse characters and perspectives models and encourages inclusivity in the classroom.

Pairing children's picture books and primary sources within an IDM can provide opportunities for preservice teachers to practice multiple skills, including resource analysis, identifying counternarratives, locating appropriate primary and secondary sources, lesson alignment, and creating student centered activities. Levison and Levine (2013) argue that students need sustained, experiential social studies education in order to learn and work together as citizens. These hands-on experiences allow students to collaboratively investigate a variety of causes and to create an argument addressing the *compelling question*.

An essential part of the IDM is developing an inquiry that breaks the dominant perspective commonly found in social studies curricula, or provides a counternarrative to a given social studies topic. Children's picture books portray diverse characters and cultures, which provide insight into different communities and social issues. By presenting the diverse perspectives found in children's picture books, preservice teachers can spark critical conversations that challenge the dominant narrative, and enhance student understanding of the world around them, making history "an asset rather than an afterthought" (Tackett, et al., 2022, p. 75).

Children's picture books specifically about activism, for example, often feature young characters who take action to address societal issues in the environment, in the social justice arena, or in the context of diverse topics/experiences. These stories can inspire students to believe in their ability to make a difference, to see themselves becoming an agent of change, and to empower them to take action in their own lives (Olstead, et al., 2023). Effective activism requires critical thinking skills, including the ability to analyze information, question assumptions, and evaluate different perspectives. Children's picture books prompt readers to consider complex issues from multiple angles, and can help students develop these skills from a young age, laying the foundation for informed and thoughtful citizenship (Adkins, 2024). By combining the storytelling power of children's picture books with the inquiry-based structure of the IDM, preservice teachers can gain a more nuanced understanding of global issues and how they intersect with education, preparing them to create inclusive, engaging, and impactful classroom experiences for all students.

EPPs can support preservice teachers as they consider sources related to specific topics by providing suggested book lists or websites (such as Lee and Low Books) and by ensuring that at least one children's book is available to support their selected topic. Providing similar sample

topics, book lists, and exemplars can also benefit preservice teachers who struggle to identify topics, and can help ensure that their IDMs are focused on appropriate texts that meet the counternarrative criteria (for examples of resources and suggested children's books about activism that can be shared with preservice teachers, see Appendix B and C).

EPPs may also ask preservice teachers to submit selected resources, such as children's picture books and accompanying primary sources for review in order to ensure that they are on the right track with text selection. Offering individual feedback on the resources, and/or facilitating whole class discussions that allow preservice teachers to share their topics and resources, while offering critiques and asking questions of their peers may also be helpful as preservice teachers practice curating and vetting instructional resources. Whole class share-outs also provide the added benefit of introducing a variety of topics and resources to everyone, while also allowing space for critical analysis of resources from peers or through instructor modeling. This can help preservice teachers hone their skills for resource analysis; a skill necessary in all content areas.

Fostering Inclusivity, Equity, and Social Justice

In addition to selecting topics that allow students to examine multiple perspectives and counternarratives, preservice teachers must also select topics and resources for their IDM that focus on equity and diversity. IDMs play a crucial role in helping preservice teachers become more inclusive by providing a framework for designing learning experiences that accommodate diverse learners and promote equity (Pellegrino & Hilton, 2012). Representation of students' race, ethnicity, and culture in the classroom curriculum is essential for fostering equity and inclusivity, especially for students of color. When students see their identities reflected in the content, it helps affirm their sense of self-worth and belonging, which are critical for engagement and academic success (Gay, 2018). Moreover, a curriculum that reflects diverse cultural perspectives counters the historical marginalization of certain groups and promotes mutual understanding and respect among all learners (Banks, 2015). This representation is not only beneficial for personal growth but also encourages critical thinking, by exposing students to multiple perspectives, thereby preparing them to navigate and address complex social issues (Ladson-Billings, 1995).

The IDM's flexible design allows for easy integration of diverse cultural, social, and historical topics, resources, and viewpoints into the curriculum. This allows preservice teachers to tailor the inquiry, resources, and assessments to meet the needs of diverse learners, ensuring that all students feel seen and valued as they engage in critical discussions to deepen their understanding of these perspectives. Finally, curating texts and resources that include diverse cultural, social, and historical viewpoints can help all students feel their own cultures represented in the content (Ladson-Billings, 2014). Children's picture books in particular, provide preservice teachers with the tool for providing authentic opportunities for students to actively explore issues of social justice (Oyler, 2011), and for understanding how they can become activists not only in their future, but in the here and now. By engaging students in critical discussions about power

dynamics, privilege, and systemic inequalities, preservice teachers can empower their own, future students to become agents of change and advocates for social justice (Adkins, 2024).

Pairing Primary Sources and Children’s Picture Books with Examples

EPPs can support preservice teachers throughout the IDM design process by providing a variety of examples showcasing how primary sources can be paired with children’s picture books, and also providing examples and opportunities to experience these resources firsthand. For example, there are multiple topics and resources on activism that preservice teachers can utilize to help students learn how to take informed action, foster inclusivity, and embrace empowerment, all while breaking the dominant narrative and focusing on counternarratives.

For example, when introducing environmental activism, photos from the 2016 Standing Rock/Dakota Access Pipeline protests can be examined as primary sources alongside the children’s picture book, *We Are Water Protectors* by Carole Lindstrom (2020), which describes the contemporary struggles of indigenous peoples while also illuminating environmental harms. Pairing these two sources allows students to compare visuals from the protest to the book illustrations, providing real life examples of the topic discussed in the book.

Additionally, texts such as *Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909* by Michelle Markel (2016) or *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull (2013) allow students to explore working conditions and workers' responses to those conditions. Pairing these books with primary sources such as Rose Cohen’s testimonial about her experience working in the Triangle Shirtwaist Factory (Testimonial, n.d.), or Cesar Chavez’s Letter from Delano (Chavez, 1969) provide students with firsthand accounts to support the texts, (though preservice teachers will need to select excerpts from Chavez’s letter to make it more accessible for elementary students).

Similarly, preservice teachers can expand their knowledge of the Civil Rights Movement beyond Dr. Martin Luther King, Jr. and Rosa Parks and develop a counternarrative by reading children’s picture books like *Voice of Freedom: Fannie Lou Hamer: The Spirit of the Civil Rights Movement* (Carole Boston Weatherford, 2019) or by reading *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist* (Cynthia Levinson, 2017). Additionally, myriad primary sources exist that would further expand on these topics by providing first-hand information. For example, news articles about Hamer’s thoughts on medical care for African Americans, or being refused a place on the Democratic National Convention ballot in 1964 can be located in *Memphis World*, while FBI files containing arrest records for Hamer and others for trying to use a bus terminal bathroom in 1963 are also available (Digital Public Library of America, n.d.). Similarly, Bob Adelman, a photographer present in Birmingham in May, 1963, has a collection of photos featuring the Children’s March that may supplement the Levinson (2017) text, and provide strong real-life examples of the events discussed within the book (Adelman, 1963).

Building Cross-Disciplinary Connections

Infusing the IDM with children's picture books can also help build a bridge between language arts skills and social studies topics. The IDM's structured framework provides an opportunity for preservice teachers to foster inquiry-based learning experiences across disciplinary contexts (Tackett et al., 2022), and to promote active and authentic opportunities for developing critical thinking skills and informed learners in both disciplines (Massey, 2017). For example, integrating science and social studies allows students to explore climate change by examining both its scientific causes and its social consequences throughout different societies. Likewise, integrating math and social studies allows students to explore quantitative analysis in the realm of economics around the world or through policy studies. Such integration encourages critical reading, writing, and research skills while engaging students in historic events and narratives (Oyler, 2011).

In this line of cross-disciplinary inquiry, students might analyze historical documents, literature, and multimedia resources to understand different perspectives of key historical events through the lens of both social studies and language arts. Drawing on a variety of resources not only provides students with the tools to develop critical thinking skills, but also helps them practice applying these skills as they make informed decisions about social studies topics (Odebisi, 2021). Through these experiences, students can begin to see themselves as agents of change not only in the classroom, but also in their communities, and ultimately, in the world (NCSS, 2017). By applying principles of inquiry-based learning within an interdisciplinary context, the combined use of children's picture books and the IDM enables students to make connections across different subject areas, fostering a deeper understanding of complex issues, and promoting critical thinking, collaboration, and problem-solving skills.

Encouraging Active Engagement and Reflection

Finally, a major goal of the IDM is to encourage students to become active rather than passive learners, and to help develop student-centered classrooms. Implementing IDMs in the classroom allows teachers to prioritize active student participation and engagement (Cuenca, 2021) which fosters deeper comprehension and retention across disciplines (Massey, 2017). Rather than passively receiving information, students learn how to take ownership of their learning process by conducting research, collaborating with peers, and presenting their findings. These active learning experiences position students to better understand the significance of their studies beyond the classroom, which enhances motivation and helps foster a sense of purpose for their learning (Lai, Carlson, & Heaton, 2018). Similarly, EPPs can replicate this active learning environment by providing preservice teachers the opportunity to explore authentic, relevant issues related to social studies through their ongoing IDM design, and by asking them to reflect on their growth throughout the learning process.

In addition to active learning, IDMs incorporate opportunities for differentiated instruction and provide opportunities for students to engage in reflection and metacognition. As part of the *formative* and *summative performance tasks* and *taking action* components, students are encouraged to think critically about their learning process, to identify areas for growth, and to set goals for improvement. This type of reflection also fosters self-awareness and self-regulation, empowering students to become lifelong learners and proactive consumers of knowledge (Virtanen, Niemi, & Nevgi, 2017). By emphasizing reflection and metacognition throughout the inquiry process, EPPs can encourage preservice teachers to not only acquire social studies content knowledge and pedagogical acuity, but to become active, thoughtful participants in their learning journey. Supporting preservice teachers as they design their IDMs and encouraging active verbal and/or written reflection throughout the process can provide the structure needed to balance EPP guidance with preservice teacher autonomy, ultimately empowering them as learners who take ownership of their education, and will empower their own students to do the same.

Conclusion

In conclusion, the transformative potential for EPPs that ask preservice teachers to integrate children's picture books into IDMs designed for the elementary classroom cannot be understated. The strategic use of picture books as educational tools encourages critical discussions of activism and social justice, and helps students explore the diverse perspectives of others in the world in addition to their own, lived experiences. Meanwhile, the IDM framework empowers teachers to guide students through inquiry-based learning, promoting compelling questions to foster critical thinking for more informed decision making, to promote empathy, and to understand their current and future role as an activist not only for themselves but for others as well.

Students who are taught the importance of asking questions to analyze the world around them build bridges between language arts and social studies skills. By combining these resources, future educators can be equipped to inspire classroom activism and to lead essential conversations that enable students to become compassionate, informed, and active members of society. Ultimately, this approach paves the way for a new generation of teachers who can skillfully bridge academic disciplines, promote change, and positively impact their communities.

By embedding these practices into EPPs, preservice teachers not only deepen their pedagogical skill set but also cultivate a mindset that views education as a pathway to global citizenship. Preparing future educators to integrate children's picture books alongside the IDM framework ensures they can effectively guide students through structured, inquiry-based learning experiences that promote critical thinking, empathy, and action. The IDM's focus on developing *compelling questions* and fostering evidence-based exploration empowers students to analyze global challenges and consider their roles in creating solutions. When preservice teachers internalize these approaches, they are better positioned to guide their students toward becoming

proactive participants on the global stage, ready to address complex issues with compassion, informed decision-making, and a commitment to positive change.

Dr. Donna Fortune is an Associate Professor of Practice in the School of Education at Virginia Tech, located in Blacksburg, VA. She can be contacted at donnafortune@vt.edu.

Dr. Lisa K. Pennington is an Assistant Professor of Social Studies Education in the College of Education and Human Development at Governors State University, located in University Park, IL. She can be contacted at lpennington2@govst.edu.

Dr. Mary E. Tackett is an Associate Professor of Education in the Department of Education and Counseling at Longwood University, located in Farmville, VA. She can be contacted at tackettme@longwood.edu.

Dr. Paige Horst is an Associate Professor and the Chair of the Department of English and the Department of Foreign Language and Literature at Radford University, located in Radford, VA. She can be contacted at phorst@radford.edu.

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Appendix A
An Example IDM Focusing on Activism

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	Who keeps our water safe?	
Standards and Practices	<p>D2.Civ.2.3-5: Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>D2.Civ.10.3-5: Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.</p> <p>D2.Civ.14-3-5: Illustrate historical and contemporary means of changing society.</p>	
Staging the Question	<p>Display “Pipeline Spill” (https://www.npr.org/2016/12/15/505658553/pipeline-spill-adds-to-concerns-about-dakota-access-pipeline) photo to students. Students will complete the “See, Think, Wonder” (https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_3.pdf) thinking routine and answer the questions: What do you see? What do you think about that? What does it make you wonder? (See references for links to all online sources listed within the IDM).</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What is a water protector?	Why are some people concerned about oil pipelines?	How can people help protect waterways?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a definition of water protector. Include a picture or example of a water protector	Make a list of reasons people might be concerned about oil pipelines. Include a brief explanation with each reason.	Summarize ways that people can help protect waterways.
Featured Sources	Featured Sources	Featured Sources
<p><i>We Are Water Protectors</i> (Carole Lindstrom, 2021)</p> <p>Getty Images Standing Rock Protests gallery (teachers will need to select appropriate photos for class use).</p>	<p>Pipelines https://earthworks.org/issues/pipelines/</p>	<p>How we protect watersheds https://www.nature.org/en-us/what-we-do/our-priorities/protect-water-and-land/land-and-water-stories/how-we-protect-watersheds/</p> <p>Help your kids protest safely https://learningliftoff.com/family/society-and-culture/6-ways-to-help-your-kids-protest-safely-and-advocate-for-change/</p> <p>How youth can make their voices heard https://www.kqed.org/education/530784/how-youth-can-make-their-voices-heard</p>

Summative Performance Task	Argument	Create an argument (poster, brochure, detailed outline, etc.) with evidence that addresses the compelling question “Who keeps our water safe?” Make sure to explain why this might be necessary and how people may contribute to this cause.
	Extension	What happened with the Dakota Access Pipeline? Research what has happened since the 2016 Standing Rock protests and create a timeline of events.
Taking Informed Action	<p>Understand: Research what other areas of the United States have had similar struggles with pipelines.</p> <p>Assess: Examine the advantages and disadvantages of the pipelines in these areas.</p> <p>Act: Write a letter to a newspaper (or, if this issue is in your state, to a local representative) that outlines support or opposition to the pipeline.</p>	

A note from the authors: The Creative Commons License (Creative Commons, n. d.). permits educators to share the IDM template so long as no changes are made to the original format and attribution is credited to Grant, Lee, and Swan (2014) and College, Career, and Civic Life (C3) Teachers (<https://c3teachers.org/>).

Appendix B

Examples of Children’s Picture Books About Activism

Title	Author	Description
<i>Something Happened in Our Town</i>	Celano, Marianne, & Collins, Marietta	This book addresses issues of racial injustice and police brutality in an age-appropriate way, encouraging conversations about empathy, justice, and activism.
<i>Harvesting Hope: The Story of Cesar Chavez</i>	Krull, Kathleen	This story about Cesar Chavez, who was America's Civil Rights leader, tells the tale of how he led a 340-mile peaceful protest march through California. His activism helped to improve the lives of thousands of migrant farmworkers.
<i>The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist</i>	Levinson, Cynthia	This book tells the story of Audrey Faye Hendricks, the youngest known child to be arrested for a Civil Rights protest in Birmingham, Alabama, in 1963.
<i>We Are Water Protectors</i>	Lindstrom, Carole	This book highlights the importance of water conservation and environmental activism, empowering children to stand up for the protection of natural resources.
<i>Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909</i>	Markel, Michelle	This picture book is the biography of Clara Lemlich, who was an immigrant in America in the early 1900s. It describes her fight for equality and justice.
<i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i>	Paul, Miranda	Based on a true story, this book follows Isatou Ceesay's efforts to address plastic pollution in her community by repurposing plastic bags into beautiful accessories.
<i>The Word Collector</i>	Reynolds, Peter H.	While not explicitly about activism, this book celebrates the power of words and communication, inspiring children to use their voices for positive change.
<i>The Lorax</i>	Dr. Seuss	A classic tale about environmental activism, <i>The Lorax</i> tells the story of a creature who speaks for the trees and warns against the dangers of environmental destruction.
<i>Separate is Never Equal</i>	Tonatiuh, Duncan	A true story about Sylvia Mendez, a young girl who fought for school desegregation in California in the 1940s, promoting the importance of civil rights activism.
<i>Voice of Freedom: Fannie Lou Hamer: The Spirit of the Civil Rights Movement</i>	Weatherford, Carole Boston	This book chronicles the life of Fannie Lou Hamer, a Civil Rights activist, from her life as a sharecropper in Mississippi and includes her work with the Student Nonviolent Coordinating Committee and the Mississippi Freedom Democratic Party.
<i>Malala's Magic Pencil</i>	Yousafzai, Malala	Based on the life of Nobel Peace Prize winner Malala Yousafzai, this book inspires children to advocate for education and gender equality around the world.

Appendix C
Suggested Resources for Children’s Picture Books About Activism

Website Resources for Children’s Picture Books About Activism
https://diversebooks.org/
https://diversebookfinder.org/content/activism/
www.goodreads.com
https://www.harpercollins.com/blogs/harperkids/childrens-books-about-courage-activism
https://www.leeandlow.com/collections/social-activism-collection
https://socialjusticebooks.org/booklists/
https://www.weareteachers.com/books-about-activism/
https://www.wildrumpusbooks.com/activismmiddlegrade