

## 9th Grade [Printing Press Inquiry](#)

Did the Printing Press Preserve the Past or Invent the Future?			
<b>Staging the Question: Discuss the difficulties of spreading reliable information after playing a modified version of the “telephone” game using oral, handwritten, and typed information.</b>			
<b>Social Studies Practices</b>		<input checked="" type="checkbox"/> <b>Gathering, Using, and Interpreting Evidence</b> <input checked="" type="checkbox"/> <b>Chronological Reasoning and Causation</b>	
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What was first printed?	In what ways did the printing press preserve the past?	How did the printing press stimulate interest in exploration?	To what extent did the printing press facilitate change?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List and describe what the Gutenberg press first printed.	Write a paragraph describing the ways the printing press allowed Europeans to preserve thoughts and beliefs.	Write an explanation of how the printing press advertised, and thus encouraged, exploration.	Develop a claim supported by evidence about the extent to which the printing press facilitated change.
<i>Integration of Inquiry Process and Skills</i>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<b>Connect:</b> States and verifies what is known and makes connections to prior knowledge about how information is spread by playing a modified game of telephone and discussing the variability in the different types of information transmission. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b>	<b>Connect:</b>	<b>Connect:</b> Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest relating to the facilitation of change by the printing press. <b>Graphic Organizer:</b> <a href="#">Connect#20</a>
<b>Wonder:</b> Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about the printing press. <b>Graphic Organizer:</b> <a href="#">Wonder#8</a>	<b>Wonder:</b> Refines questions to guide the search for different types of information about how the printing press preserved the past. <b>Graphic Organizer:</b> <a href="#">Wonder#15</a>	<b>Wonder:</b> Analyzes and evaluates what is known, observed, or experienced to form tentative thesis or hypothesis about how the printing press stimulated interest in exploration. <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Focuses the purpose of research by formulating specific questions to be answered.
<b>Investigate:</b> Takes notes using one or more of a variety of notetaking strategies while examining the British Library’s website and reading excerpts from <i>Man and Nature in the Renaissance</i> and <i>The Printing Press</i> . <b>Graphic Organizer:</b> <a href="#">Investigate#85</a> , <a href="#">Investigate#86</a> , <a href="#">Investigate#87</a> , <a href="#">Investigate#88</a> and <a href="#">Investigate#89</a>	<b>Investigate:</b> Uses different formats as sources of information by reading an article from the Constitutional Rights Foundation, examining a map of the spread of printing, and reading an excerpt from <i>The History of Philosophy</i> . <b>Graphic Organizer:</b> <a href="#">Investigate#75</a>	<b>Investigate:</b> Uses different formats as sources of information by reading excerpts from <i>American Colonies: The Settling of North America</i> and a letter from Columbus to the Spanish royals as well as examining a map of diffusion of Columbus’s letter. <b>Graphic Organizer:</b> <a href="#">Investigate#75</a>	<b>Investigate:</b> Recognizes the effect of different perspectives and points of view on information while reading excerpts from <i>The Printing Revolution in Early Modern Europe</i> , <i>Gutenberg: How One Man Remade the World with Words</i> , and “Information Technology and Economic Change.” <b>Graphic Organizer:</b> <a href="#">Investigate#76</a> <b>C3 Resources</b>
<b>Construct:</b> Lists and describes what the Gutenberg press first printed.	<b>Construct:</b> Draws conclusions based on explicit and implied information. <b>Graphic Organizer:</b> <a href="#">Construct#30</a> and <a href="#">Construct#31</a>	<b>Construct:</b> Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. <b>Graphic Organizer:</b> <a href="#">Construct#36</a> and <a href="#">Construct#37</a>	<b>Construct:</b> Combines ideas and information to develop and demonstrate new understanding.
<b>Express:</b>	<b>Express:</b> Writes a paragraph describing the ways the printing press allowed Europeans to preserve thoughts and beliefs.	<b>Express:</b> Writes an explanation of how the printing press advertised, and thus encouraged, exploration.	<b>Express:</b> Develops a claim supported by evidence about the extent to which the printing press facilitated change.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and set goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#20</a> and <a href="#">Reflect#21</a>
<b>Summative Performance Task: Argument:</b> Did the printing press preserve the past or invent the future? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <i>Extension:</i> Read a <i>Science</i> article and debate whether the impact of social media on contemporary society is as great as or greater than the impact Gutenberg’s printing press had in the 15th century.			