INQUIRY LESSON PLAN

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SECNDED 430
Grades 11-12

Overview

The overview of this inquiry lesson plan is to extend information about the Great Chicago Fire that took place in October of 1871. An inquiry lesson is designed specifically to look at an event in history and try to figure out what caused that event to occur. The inquiry process is one that promotes students' knowledge about a topic, enhances interpersonal and intrapersonal communication skills, and strengthens students' ability to form hypotheses and create arguments to persuade others and defend their point of view.

In 1871, the city of Chicago was in the midst of a scorching summer drought that lasted for nearly the entire summer. On the night of Sunday, October 8th, a fire was started in the downtown Chicago area and remained inflamed until Tuesday, October 10th. Many different reports as to the cause of the fire have been given, but the exact reason is not officially known. As a result of the fire, a stretch of downtown Chicago that spread four miles long and ¾ mile wide was completely destroyed. At least 300 people were killed and more than 100,000 were left homeless. The fire caused more than $200 million worth of damages. However, the fire is seen as a major turning point in the city's history. Only weeks after the fire occurred, rebuilding of the city began. The newly built buildings helped catapult Chicago to becoming one of the most important cities during the turn of the 20th century.

In this lesson, I will present nine data sets to my students and ask them to create their own hypotheses that answer the question, "What caused the Great Chicago Fire tragedy to occur?" I feel that this lesson is important because it will enable the students to formulate ideas and theories about an event in past history, and it will also help the students become more investigative and to not believe everything that is reported in the media.

Rationale

There are many different reasons why this inquiry lesson plan is essential for students to be involved in. First, the students' overall knowledge and understanding about the Great Chicago Fire of 1871 will grow and prosper because of it. Possessing knowledge about the Great Chicago Fire is important because of the impact it has had on the city of Chicago even to this day. Before the fire, buildings in Chicago were made of wood and other combustible materials. Immediately after the fire, the city of Chicago was rebuilt using fire-preventive materials. Also, as a result of the fire, the city of Chicago ended up reforming their fire standards. They organized one of the country's largest fire-fighting squads, as the city blazed a path of fire prevention for all large cities to follow. All of these components helped turn Chicago into one of the most important and most prosperous cities in the world during the late 1800s and early 1900s.

Second, being able to have students' analyze and interpret primary and secondary sources is part of the lifelong learning process that I will strive to promote in my classroom. An inquiry lesson plan is such a powerful tool to use because it relates so strongly with what the definition of social studies is. An inquiry lesson facilitates large amounts of discussion to enhance interpersonal

communication skills. It gives every student the opportunity to participate individually; in addition, all students will be expected to contribute to small group, and whole-class discussions. The inquiry model is also great because it promotes students to question information they hear in the media. Students are being taught to take into account certain biases that sources may have depending on the person or people who wrote them. Also, an inquiry lesson plan requires that students are able to analyze and interpret data, then use their interpretations in order to create their own hypotheses. After the students have created their own hypotheses, they will be asked to use critical-thinking skills in order to defend them. All of the elements that are included in this particular lesson are exactly what social studies teachers attempt to do with their students each and every day. The definition of social studies states that its primary purpose is to help young adults develop into productive members of a diverse and interdependent world, and promote individual growth. Using the inquiry method, students are improving in all aspects of both their academic and personal lives.

Objectives

By engaging in this lesson, students will:

1. Identify possible reasons for the occurrence of the Great Chicago Fire in 1871.
2. Know the general facts about the Great Chicago Fire and the different elements that factored into the tragedy.
3. Demonstrate the ability to use secondary and primary sources to form and support personal ideas or beliefs.
4. Verbally and in writing be able to state and defend their points of view about the Great Chicago Fire using their own constructed knowledge combined with the sources presented to them.
5. Demonstrate the ability to work both individually and within a group to create hypotheses pertaining to the lesson topic.

Wisconsin Model Academic Standards

B.12.1 *Explain different points of view on the same subject using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.*

B.12.2 *Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.*

B.12.4 *Assess the validity of different interpretations of significant historical events.*

Grade Level

This inquiry lesson plan is primarily targeted for 11th and 12th grade students. Students must be able to think critically and interpret data in order to come to certain conclusions. However, with proper modifications, an inquiry lesson plan is a reasonable method to use for students in grades 8-12.

Time

The time allotted for this type of lesson plan is five 50-minute class periods. This lesson is very detailed and will require a large amount of time for class discussion and processing of the data. In addition, student questions and the final assessment play a large factor in the length of this inquiry lesson plan.

Course

The course that this lesson plan would be most beneficial for would be an upper-level United States History Class. The timing of this event lies near the split between modern United States History and Early United States History. The content is rather important because the Chicago Fire in 1871 is a very well-known event that resulted in hundreds of people losing their lives and thousands more losing their homes and belongings. The overarching topic for this specific inquiry lesson plan would be industrialization and modernization.

Materials

The materials necessary to complete this lesson plan with success are:

-Computer equipped with access to the internet and sound speakers
-Whiteboard/Chalkboard/Smartboard
-Dry Erase Markers/Chalk/Smartboard markers
-Video Projector
-Overhead Projector
-Copies of the first eight data sets for every student in the class
-Make individual copies of the last data set in order to prevent students from knowing beforehand what that specific data set is about
-Copies of the *Hypotheses/Evidence Tracking Sheet* for every student in the class

Inquiry Lesson Procedure

Engagement in the Inquiry

As students enter the classroom, please have "We Didn't Start the Fire" by Billy Joel playing on the computer sound system. This song and video can be found at: http://www.youtube.com/watch?v=pKu2QaytmrM. It is 4:04 seconds in length. I think that this song will really get the students interested in the upcoming class. Their attention will be grabbed initially because of the fun nature of the song. After the song finishes, begin to probe the students knowledge about the Great Chicago Fire. Ask questions in order to stimulate thought and perhaps ignite a discussion in which numerous students share their prior knowledge about the topic. Please ask questions that pertain to the date? Year? How many people died? What started the fire? Address all of these questions and more if the students are participating.

Next, present the inquiry lesson question by writing it on the whiteboard/chalkboard/smartboard. The question should read as is…"What caused the Great Chicago Fire tragedy to occur?" Tell the students to start thinking about this question and possible answers to it while they watch a short video about the fire found at: http://video.msn.com/video.aspx?mkt=en-us&vid=8fd966d9-9afa-4cad-b1e5-aa9ae2484fa9. The video is 1:27 in length. The video does a great job of offering the right amount of information through the use of visuals and voice recordings. The students should feel inspired to really think hard about what did in fact cause the Great Chicago Fire tragedy to occur.

The music and short introductory video presented will help students visualize answers to the inquiry question posted. They are purposeful because they interest the students in the topic, give them enough information to get them in the ball park as to what we are going to be discussing, and it will inspire them to really delve themselves into the lesson with an open mind.

Background Information

After having the students listen to Billy Joel's song and watch the video, please present to them background information which will give the students a general overview of what the lesson is going to be about. The background information is not very in-depth; its purpose is to give the students as much information as possible in order to make them knowledgeable about the Great Chicago Fire. (Please read the material on page 9 to the students!)

Elicit Hypotheses

After playing the song and watching the introductory video, please distribute the *Hypothesis/Evidence Tracking Sheet* to each student. Instruct the students that they have 3-4 minutes to individually construct several hypotheses that they think answers the inquiry question "What caused the Great Chicago Fire tragedy to occur?" After 3-4 minutes, divide the class into groups of four students and instruct them to discuss their individual hypotheses and encourage them to create new ones together. Give each of the groups 6-7 minutes to discuss their respective ideas and make sure to tell them that they should be prepared to present their hypotheses to the rest of the class! After the 6-7 minutes are completed, choose one student (can be a volunteer) to write all of the student hypotheses on an overhead copy of the *Hypotheses/Evidence Tracking Sheet*. Also, direct the students, on their own personal *Hypotheses/Evidence Tracking Sheet*, to write down all of the responses that are given by their fellow peers. Go through all of the groups and ask that they present one of their hypotheses, repeat this step until each group has verbally stated all of their generated hypotheses. After all of the logical hypotheses have been stated, ask each group to give one illogical or unlikely hypothesis. Make sure that the students record the "unlikely" responses on their *Hypotheses/Evidence Tracking Sheet* along with the more logical responses.

Data Gathering and Data Processing

Distribute Data Set #1 and ask one student from a group to read it aloud to the class. After the student is finished reading, elicit a short class discussion on the new information that has just

been presented to them. Following the class discussion, the students should be asked to reconvene with their groups in order to discuss and provide detail for the hypotheses that are supported and the hypotheses that are undermined. The teacher and class should then summarize the hypotheses that are supported and undermined by placing on their *Hypotheses/Evidence Tracking Sheet* either a "plus" sign by the ones that are supported and a "minus" sign by the hypotheses that are undermined. Instruct the students to do the same by writing "plus" and "minus" signs on their personal *Hypotheses/Evidence Tracking Sheet*. After finishing this task, be sure to ask the students if there are any new hypotheses that were inspired by Data Set #1. Please repeat this process until all of the remaining data sets have been presented to the class and evaluated. (*Note: DO NOT present Data Set #9 to the class until the very end of the lesson. It is meant to be my concluding data set*.)

Conclusion

After each of the data sets have been presented and discussed with the students, please ask the students to take out a piece of paper and a pen/pencil. Please give them 8-10 minutes to complete an exit slip asking them to answer these three questions:

1) Out of all the hypotheses that were discussed in this lesson, which one do you feel is the best answer to the question "What caused the Great Chicago Fire tragedy to occur?"
2) Please write one question that you have about the information that was presented to the class.
3) Please list one thing you liked and one thing you did not like about this style of lesson.

Assessment

In order to completely know whether the students understood and comprehended the information presented for the inquiry lesson plan, please use both informal and formal assessment strategies. Informal assessment should be in the form of the exit slips done after the conclusion of the lesson and walking around and listening to group discussions. Make sure to pay attention for students who are participating in the class discussions and students who are not! Formal assessment should be conducted in the form of having each student do a 1:30-3:00 minute speech on the hypothesis that they support and have at least three well-constructed reasons on why they agree with that specific hypothesis. The students will have one day to prepare their presentation and must be ready to defend their arguments because there will be an open forum for his or her peers to ask questions or make counter-arguments. Please use the attached rubric on page 8 to assess the students' speech presentations.

After the final student has given their short speech identifying the specific hypothesis that they agree with the most, try to facilitate a hard-nosed, intense debate about which hypothesis is the most feasible. Question the students, and dig as deep as possible to try to ignite an interesting discussion that will make every student want to participate. Let the students debate for as long as that want provided that valid points are being made and defended, and there are no personal attacks on any student regarding what they say or agree with.

When the debate has concluded, present the ninth and final data set (Meteor). This data set will surely throw some, if not all, of the students for a loop, which is exactly what you want. Emphasize to them that there is no "black and white" when it pertains to history. Different people are going to believe what they want to believe. Tell the students that as members of a society, it is their job to analyze the data, interpret what it means, and then make an educated guess based on their own principles and beliefs.

Inquiry Lesson Hypothesis/Evidence Tracking Sheet

What caused the Great Chicago Fire tragedy to occur?

Hypotheses	Evidence (Supporting [+]; Undermining [-])

Oral Presentation Rubric : The Great Chicago Fire Short Speech

Teacher Name: **Mr. Huss**

Student Name:

CATEGORY	4	3	2	1	0
Hypothesis/Supportive Evidence	Student states three supportive details. Student's hypothesis is clearly stated.	Student states two supportive details. Student's hypothesis is clearly stated.	Student states one supportive detail. Student's hypothesis is clearly stated.	Student states two or more supportive details. Student's hypothesis is NOT clearly stated.	Student states one or less supportive details. Student's hypothesis is NOT clearly stated.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	Student is noticeable not prepared to present.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches or does not look at people during the presentation.	Slouches and does not look at people during the presentation.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is able to accurately answer only one question posed by classmates about the topic.	Student is unable to answer any questions posed by classmates about the topic.
Time-Limit	Presentation is 1:30-3:00 minutes long.	Presentation is between 3:00-3:30 minutes long.	Presentation is between 1:30-1:15 minutes long.	Presentation is between 1:15-1:00 minutes OR between 3:30-3:45 minutes long.	Presentation is less than 1:00 minute OR more than 3:45 minutes long.

Additional Comments:

Score: /20

Background Information

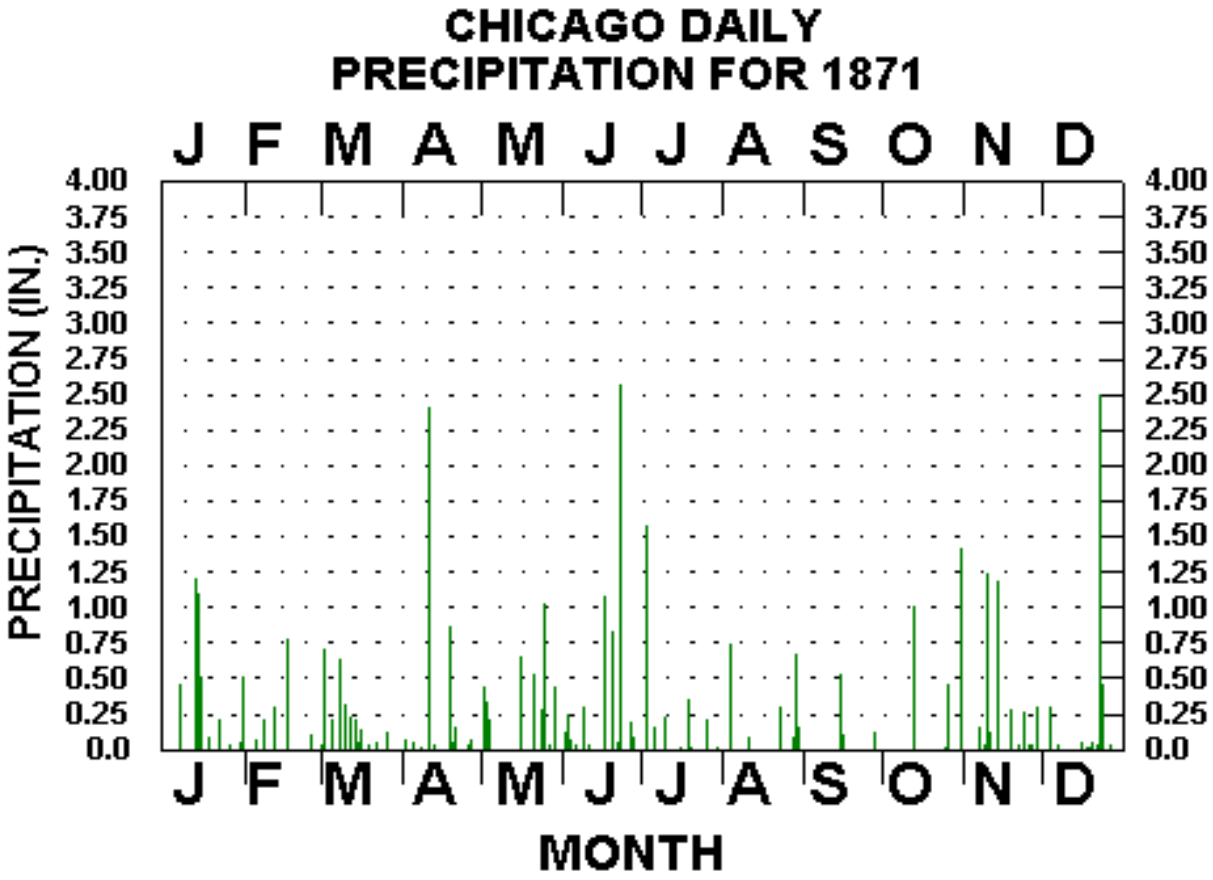
Please read the information given on this sheet to the students after they have completed watching the introductory video.

The Great Chicago Fire was a conflagration that started around 9 p.m. on Sunday, October 8, 1871. It is believed that that the fire started by a cow kicking over a lantern in the barn owned by Patrick and Catherine O'Leary, however, there are no specific sources that confirm that report. The Chicago Fire Department did not receive the first alarm until 9:40 p.m., but by that time the fire was burning wildly through downtown Chicago. In the early morning hours of Tuesday, October 10, 1871 the fire extinguished due to a light rainfall, but by that time the damage was already done. A stretch of Chicago that spread four miles long and ¾ mile wide was completely destroyed by the blaze. At least 300 people were killed and more than 100,000 were left homeless. In addition, the fire caused more than $200 million worth of damages to homes and businesses.

Now that you know some facts about the Great Chicago Fire of 1871, it is your job to determine what exactly caused this tragedy to occur.

Data Set #1

”Dehydration”



"Graphical climatology of Chicago temperatures, precipitation, and snowfall (1871-Present)". Charles Fisk. http://home.att.net/~chicago_climo/

Data Set #2

"The Wind"

The wind was blowing a perfect gale from the south-southwest. With terrible effect the flames leaped around in mad delight, and seized upon everything combustible. Shed after shed went down, and dwelling houses followed in rapid succession. Block after block gave way, and family after family were driven from their homes. The fire department were powerless to prevent the spreading of the calamity.

At first it was one structure on fire; then another and another were swallowed up in a whirlpool of flames, until finally it was blocks and blocks of buildings which were going down, like grass before the scythe. For upward of fifteen weeks there had been no heavy rains, and the wooden walls were dry like unto tinder in that portion of the doomed city. In vain the firemen fiercely fought the approach of the conflagration. In vain were fences and small houses hurled to the ground. In vain did the vast crowd rush hither and thither trying to save the entire west side. Onward stalked the fiery flame and red-hot air which caused all to flee from before its scorching blasts.

With the heat increased the wind, which came howling across the prairie, until at last there arose a perfect hurricane. Mighty flakes of fire, hot cinders, black, stifling smoke, were driven fiercely at the people, and amid the terrible excitement hundreds of them had their very clothes burned off their backs, as they stood there watching with tearful eyes the going down of so many houses.

Goodsell, James H. *History of the Great Chicago Fire, October 8, 9, and 10, 1871*. Retrieved from: http://quod.lib.umich.edu/cgi/t/text/text-idx?c=moa;cc=moa;rgn=div1;view=text;idno=AJA3021.0001.001;node=AJA3021.0001.001%3A3

Data Set #4

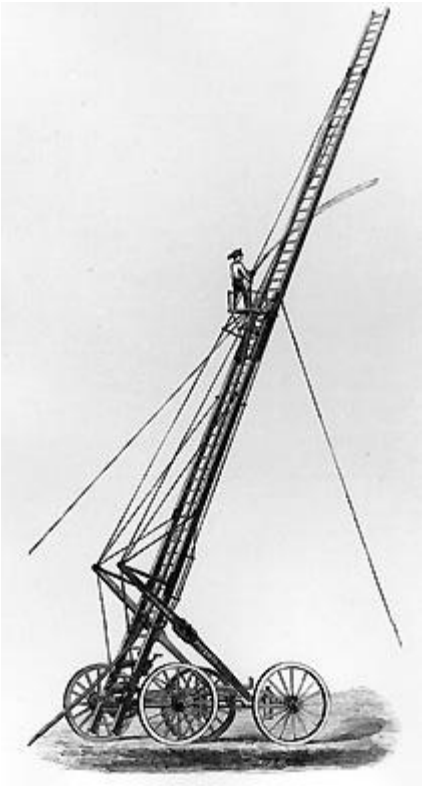
"Excessive Lumber"

Another lesson is, that it is reckless folly to allow so many wooden inflammable structures to exist in close proximity to one another, and to other buildings, which at the best are only partially fire-proof. A general conflagration of several blocks of frame buildings, produces such an intense heat that nothing can stay its progress but partition walls built with the express purpose of performing such a duty. The only safe plan will be to make all new buildings fire-proof, and to insist that the false economy of a few shall not endanger the security and prosperity of whole populations, because at a time when each inch of area is utilized, and in many cities jealously economized, it is the only safeguard against fearful destruction of life and property.

"The Manufactories of New England". *The Manufacturer and Builder* Vol. 6, 1874. Retrieved from: http://digital.library.cornell.edu/cgi/t/text/pageviewer-idx?c=manu&cc=manu&idno=manu0006-8&node=manu0006-8%3A1&frm=frameset&view=pdf&seq=182

Data Set #5

"The Equipment Used"



The Chicago Fire Department in 1871-1872. Retrieved from: http://www.chicagohs.org/fire/conflag/dept.html

Data Set #6

"Blaming the Chief"

THE FIRE MARSHAL DENOUNCED FOR INCOMPETENCY.

The press of the city is united in its denunciation of Chief Fire Marshal Benner. His general incompetency is denounced in unmeasured terms. He was a political selection forced upon Ex-Mayor Medill and retained by the present administration. He denies that he erred in his orders, and claims to have managed the fire as well as it could have been done by any living man. One thing seems certain, and that is the extension of the fire limits to the city limits. This is locking the stable door after the horse is stolen, but it is our only safety in all time.

The New York Times Historical Newspapers (1851-2005). Retrieved from the ProQuest Database:
http://libproxy.uww.edu:2057/pqdweb?index=6&did=84622650&SrchMode=1&sid=1&Fmt=10&VInst=PROD&VType=PQD&RQT=309&VName=HNP&TS=1256706893&clientId=3852

Data Set #7

"Fire Alarm Malfunction"

As part of a system originally installed in 1865 and upgraded by the time of the fire, this and 171 other such boxes placed throughout Chicago were connected by telegraph to the main alarm office in the Courthouse. In order to prevent false alarms, the system required citizens to notify a nearby homeowner or storekeeper who had the key. One could also report fires to the nearest fire house. When a report of a fire was received in the Courthouse, it was relayed to the appropriate companies, and the bell in the cupola rang out the general alarm. On the evening of October 8, local residents turned in an alarm right away, but the message never made it to the Courthouse. The nearest engine company, located six blocks south of the O'Leary home, discovered the fire on their own and took off for DeKoven Street, but additional help was avoidably and tragically delayed. Once the watchman spied the flames and decided that the situation was serious, he gave the telegraph operator the wrong location to send to the rest of the department. The watchman soon realized this error, but the operator refused to send out a corrected alarm on the grounds that it might confuse the men, and any hope of stopping the fire before it became out of control was lost.

"The Great Chicago Fire and the Web of Membory". Retrieved from: http://www.chicagohs.org/fire/conflag/pic0465.html

Data Set #8

"Firefighter Shenanigans"

The devil, however, must be given due credit. He chose his favorite weapon of destruction — drink. The largest fire Chicago had ever experienced up to that time occurred on Saturday night, October 7. Acres of wooden buildings and lumber-yards were swept away; and, as there were numberless liquor saloons in the range, the firemen were either "hospitably entreated" by the proprietors, or entered unmolested into rum-shops whence the owners had fled before the advancing flames. Nevertheless, the men, drunk or sober, fought well enough to keep the flames of the Saturday fire from spreading except directly to leeward — northeastward — in which direction the river barred the way, and that night the fire did not cross. It reserved its great achievement till the next day, when it should have recovered its appetite.

"The Chicago Fire". *The New England Magazine* Vol. 12, 1892. Retrieved from: http://digital.library.cornell.edu/cgi/t/text/pageviewer-idx?c=newe&cc=newe&idno=newe0012-5&node=newe0012-5%3A1&frm=frameset&view=pdf&seq=735

Data Set #9

"Meteors"

The Cause of the Fire.

A correspondent of the London *Spectator* will not allow that the Chicago conflagration arose from a cause so commonplace as the upsetting of a kerosene lamp. Scores of lamps, he says, are upset every week in Chicago, and in every other large American city. Besides, how was it that at about the same time great fires broke out in the forests to the north-east, north and north-west of Chicago? The true cause of the fire, this writer boldly declares, was not an upset lamp, but something far more occult; and, "when the truth is known about these fires in America, it will be found that they resulted from the passage of a great mysterious stream, which arose in longitude 62°, swept with a cyclone Antigua and the Virgin Islands on the 21st of August, the Bahamas on the 23d, and then moved slowly to the North-west, striking Chicago and the forests." This singular theory is confirmed, in the view of its propounder, by a passage from the London *Times* of Oct. 28, and which is subjoined:

"At Chicago, on the evening of the 8th, balls of fire were observed to fall like meteors in different parts of the town, igniting whatever they came in contact with. Now a bright light appeared in the south-west horizon, gradually increasing till the heavens were aglow with fire. But a few moments elapsed after this before the horrible tornado of fire came upon the people, and enveloped them in flame, smoke, burning sand, and cinders. The inhabitants saw electrical flames flash in the air, and dance over the surface of the earth around them. But the fury of the flash was past in half an hour."

The New York Times Historical Newspapers (1851-2005). Retrieved from the ProQuest Database:
http://libproxy.uww.edu:2057/pqdweb?index=4&did=79181007&SrchMode=1&sid=2&Fmt=10&VInst=PROD&VType=PQD&RQT=309&VName=HNP&TS=1256728493&clientId=3852

Lesson Plan Evaluation/Reflection

Ratings on the PASS Standards

Standard 1 (Higher Order Thinking)=4

-- Based on my lesson plan, I would give this standard a score of four. This lesson is designed specifically for students to expand their knowledge and their thinking. In this lesson, students are gaining valuable experience through interpreting data, creating their own hypotheses, and then defending their hypotheses in front of an audience. In order for students to fully grasp the content being given to them, they will need to think about the material in a very high order using in-depth analysis and critical-thinking.

Standard 2 (Deep Knowledge)=3

--Based on my lesson plan, I would give this standard a score of three. I feel that three is an accurate score because while students are learning about the Great Chicago Fire, they are not receiving all of the information, because this lesson is based specifically on trying to dissect the causes. In addition, while some of the data sets will make students think very deep about a particular concept, there are a couple of data sets that do not require as deep of thinking than it would take in order to achieve a score of four for this particular standard. Also, this lesson plan does not discuss the impact that the fire had on Chicago's economy or the rebuilding that resulted from the fire, it merely focuses on the causes of the tragedy.

Standard 3 (Substantive Conversation)=4

--Based on my lesson plan, I would give this standard a score of four. There is plenty of class discussion and small group discussion built in to this lesson that will enable students to elaborate and hold a thoughtful conversation with each other and the teacher. Each student should have many opportunities to participate in discussions and become engulfed in a very comprehensive and substantive conversation. There are many different reasons why the Chicago Fire is a disaster, and due to these numerous reasons, the conversation should be rich and substantial.

Standard 4 (Connections to the World Beyond the Classroom)=3

--Based on my lesson plan, I would give this standard a score of three. While this specific lesson focuses on a real event that actually affected the lives of thousands of humans, I feel that it does not make a really strong connection to the world beyond the classroom. First of all, the Great Chicago Fire does not have a significant impact on the daily lives that students live today. The event that took place was horrible for the people involved, but I do not believe that students are going to be able to personally connect it to something that is going on in the world today.

Standard 5 (Ethical Valuing)=2

--Based on my lesson plan, I would give this standard a score of two. Ethical valuing does not play a large role in the Great Chicago Fire. What happened after the fire would most likely associate better with this particular standard, rather than what caused the tragedy. However, in Data Set #6, the Chicago Fire Marshal is blamed for the disaster and the newspaper even writes

that he should not have been appointed to that position. This issue could make for an interesting discussion if it were researched further.

Standard 6 (Integration)=2

--Based on my lesson plan, I would give this standard a score of two. There are minor integrations of geography and economics when talking about the wind patterns during the blaze and the economy of Chicago pertaining to the city being built out of wood. However, there are not enough data sets that incorporate the integration of different disciplines to score this standard higher than a two.

Potential Changes

It is difficult to know what changes I would make to the lesson plan without actually giving it to a group of students, but there are a few things that I know I would try to do better next time. First, I believe that my data sets are interesting and easy for the students to understand, but I would have liked to get another non-text data set. I searched for a map that would give a good indication of the wind patterns and exactly how the fire spread, but I was never able to find a quality one that was easy to read and comprehend. I am sure that there is a map somewhere on the internet that is exactly what I am looking for, but it will have to wait until a later date. Another change that I would make would be to get a better, more in-depth data set pertaining to the drought that occurred during the summer of 1871. The data set that I have right now does not give the students a true sense of how dry the area was at the time. Lastly, I would potentially change the introductory video that I have now with a longer one that goes into more details about the fire. The video is only 1:27 in length, which I feel is a bit brief for an introduction of such a large lesson plan.

Transcendent Teaching and Learning Issues

I have learned a lot about myself and how to become a more effective facilitator of discussion through the inquiry lesson plan. I see myself as a teacher who is always asking "why" in order to get my students to think deeper than they usually do. I also feel that this lesson plan model fits well with my overarching teaching philosophy, which is to help students create their own knowledge and experiences. Lifelong learning becomes a reality and students' self-confidence grows when they know that they are responsible for the knowledge they put into their minds. I feel that the inquiry method promotes that type of learning which is something that really excites me when I look to my future as a professional educator. Overall, I thought this was a great experience and something I plan to use quite often during my teaching career.