

Investigation and Introduction to Discovery

What is it?

Thinkers are given a very brief synopsis of a conflict. They are then placed in charge of the investigation. What witnesses need to be interviewed? What evidence needs collected? What questions need to be asked? As thinkers progress through the lesson, more and more information is revealed. Thinkers may also use this approach when investigating a problem that needs to be solved.

Why should you use one?

- We want our thinkers to use this approach in their everyday lives. What should they do when they hear a headline? Thinkers should press pause and consider what they need to know and where they can find that information.
- Investigations help thinkers to think deeply about each piece of information rather than quickly reading a paragraph or chapter.
- This approach helps build excitement. Thinkers want to know the information that you are about to reveal.

Examples of premade thinkLaw Lessons

Early Elementary

[Pecos Bill's Next Big Adventure](#)

[Calamity Jane](#)

Upper Elementary

[That Stinks!](#)

[Separate is Not Equal](#)

Secondary

[Deflategate](#)

[Very Hot Coffee](#)

Strategy Instructional Video

<https://youtu.be/qVSd7h9WtdY>

How to Write an Investigation and Discovery Lesson

STEP ONE

Begin by selecting a scenario or guiding question. Investigation lessons are very effective with stories that have an unexpected outcome or ending. Investigation lessons can also be used to structure a research assignment. What are students going to investigate?

Examples:

- What is a livable wage? You're in charge of making a recommendation to the president. How will you research?
- You're in the U.S. Army in 1947 and receive a call about a strange crash in New Mexico. How will you investigate?
- Caesar has died! What happened? You're in charge of the investigation.
- Is sonar testing impacting marine life? How could you investigate?

STEP TWO

After introducing the question, provide an opportunity for thinkers to press pause to consider what IMMEDIATELY would happen next. This will help thinkers create their investigation plan.

Examples:

- You move out on your own. What do you immediately need? How much will that cost?
- What do you see when you first arrive on the crash scene? Who do you call? Who would you see?
- What would have occurred right after Caesar collapsed in the Senate? Who would have been in the room? What would they be doing?
- Have there been spikes in whales becoming beached? Are sea life experts reporting higher instances of injuries in marine life?

STEP THREE

Thinkers will create their investigation plan. Thinkers will need to consider three categories:

• **Witnesses-**

Who do you need to talk to? What can they tell you?

What biases do they have?

- **Evidence-** What do you need to collect? How could both sides use the same evidence?

- **Questions-** What questions do you need to ask? Why are the answers to those questions important?

Witnesses	Evidence	Questions

STEP FOUR

After thinkers have created their investigation plans, you will begin to reveal information. If you are using a textbook, you can take the text and share one sentence of the text at a time with the class.

- If you are doing an investigation lesson where you reveal information, this will be the first time you share. Have students think about the impact of each new fact. What new questions do they have after each reveal?
- If you are doing an investigation where thinkers are researching and collecting information, have them share what they've learned. Have thinkers reflect on the impact of each new fact. What new questions do they have?

STEP FIVE

After the first round of information has been revealed, ask thinkers to brainstorm additional questions.

- What questions do they have now that they've collected more information?
- Why are the answers to those questions important?



STEP SIX

What are thinkers doing with the information they've learned?

The final product can be something you've predetermined, or you can let thinkers determine their next steps and make the assignment more open-ended.

Examples:

- Write a report to the Court with their recommendations
- Create a committee to look at school lunches and ensure students are being offered healthy choices
- Create a social media campaign to raise minimum wage to the level they determined was livable.
- Write a newspaper expose about the Area 51 crash.


Sample Questions for an Introduction and Discovery Lesson

ELA	Math																				
<ul style="list-style-type: none"> What happened after an open-ended novel concluded? How would you investigate? What characters would you interview? What evidence would you collect? What questions would you ask? Start reading a poem or a book from the last line or page as a strategy to get thinkers to work backwards to predict the beginning and middle of a piece based on the ending. Have thinkers write or tell stories entirely based on the images of a picture book before they read the book or have the book read to them. 	<ul style="list-style-type: none"> For any math vocabulary word that can be understood through patterns and trend, like functions, prime numbers, or square roots, use discovery to get thinkers to predict the definition. <p>Example:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">3</td> <td style="padding: 2px 10px;">5</td> <td style="padding: 2px 10px;">7</td> </tr> <tr> <td style="padding: 2px 10px;">Prime</td> <td style="padding: 2px 10px;">Prime</td> <td style="padding: 2px 10px;">Prime</td> </tr> </table> <p>What is the definition of a prime number?</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">9</td> <td style="padding: 2px 10px;">11</td> <td style="padding: 2px 10px;">13</td> <td style="padding: 2px 10px;">15</td> </tr> <tr> <td style="padding: 2px 10px;">Composite</td> <td style="padding: 2px 10px;">Prime</td> <td style="padding: 2px 10px;">Prime</td> <td style="padding: 2px 10px;">Composite</td> </tr> </table> <p>What is the definition of a prime number?</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">0</td> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> </tr> <tr> <td style="padding: 2px 10px;">Neither Prime nor Composite</td> <td style="padding: 2px 10px;">Neither Prime nor Composite</td> <td style="padding: 2px 10px;">Prime</td> </tr> </table> <p>What is the definition of a prime number? What is the definition of a composite number?</p>	3	5	7	Prime	Prime	Prime	9	11	13	15	Composite	Prime	Prime	Composite	0	1	2	Neither Prime nor Composite	Neither Prime nor Composite	Prime
3	5	7																			
Prime	Prime	Prime																			
9	11	13	15																		
Composite	Prime	Prime	Composite																		
0	1	2																			
Neither Prime nor Composite	Neither Prime nor Composite	Prime																			
Social Studies	Science																				
<ul style="list-style-type: none"> When studying a war, use an incomplete timeline and ask thinkers to predict conflicts that happened in the leadup to the war. Why would France agree to the Louisiana Purchase when it was unfair to their country? 	<ul style="list-style-type: none"> Thinkers can analyze any phenomenon, like a chemical reaction, a plant growing, or the Earth getting warmer, and predict what causes that phenomenon to occur. Why did Pluto need to be reclassified? How would you investigate? 																				
Electives	SEL																				
<ul style="list-style-type: none"> Are school lunches really healthy? How would you investigate? What experts would you interview? What evidence would you collect? What questions would you ask? Did some countries illegally dope during the Olympics? 	<ul style="list-style-type: none"> Two students are having a conflict but have conflicting stories. If you were the administrator, how would you investigate? What individuals would you interview? What evidence would you collect? What questions would you ask? 																				

Sample Investigation and Discovery Lesson: **The Death of Caesar**

Grade	3
Unit/Chapter	Unit 2, Chapter 7

Developed from a district's pre-existing curriculum

Do Now/ thinkStarter	What does it mean to be jealous? What makes a person jealous? When you're feeling jealous, what do you do to help yourself?
Guided Practice	<ol style="list-style-type: none">1. Show thinkers the picture of Caesar's death from the text before you read the chapter. 2. Something has happened to Caesar! Instruct thinkers that they are detectives who have been assigned to the case. What happened in this picture? They will need to create an investigation plan. Who can they talk to? What evidence can they collect? What questions should they ask? The citizens want to know!2. Thinkers create their investigation plan. What witnesses would they talk to? What evidence would they want to collect? What questions would they need to ask? Why are those questions important?3. Reveal the first round of facts. (These are taken directly from Chapter 7; you may add additional facts.)<ul style="list-style-type: none">• Caesar became the dictator for life. He was the most powerful man in the world.• Caesar appointed new senators. He replaced several greedy governors in the provinces.

	<ul style="list-style-type: none"> • Caesar gave land to Roman soldiers and food to the poor. • Caesar had enemies in the Senate who did not like what he was doing. They thought Caesar had too much power. • Caesar invited Cleopatra to Rome to celebrate his victories. <ol style="list-style-type: none"> 4. Have thinkers write down any additional questions they would have after the first round of facts. 5. Reveal the second set of facts. <ul style="list-style-type: none"> • Caesar gave Cleopatra gifts and placed a statue of her at the temple. • Caesar's enemies worried that he would marry Cleopatra and move the Roman government to Alexandria. • On a day called the Ides of March, several of Caesar's enemies entered the Senate with knives hidden under their togas. • When Caesar entered the Senate, his enemies stabbed him. • One of the attackers was Brutus, a man who Caesar had forgiven after the Civil War. • Caesar thought Brutus was his friend. Caesar's last words were "Et tu Brute?" This means "You too, Brutus?" 6. Have the thinkers read the chapter. Thinkers may collect any additional information. 7. Write a news story to go with the picture to explain to other citizens what happened.
<p>Independent Practice</p>	<p>Students create an investigation plan</p> <ol style="list-style-type: none"> 1. What witnesses could they talk to? 2. What evidence could they collect? 3. What questions should they ask?
<p>Probing Questions</p>	<ul style="list-style-type: none"> • Why were people upset with Caesar? Do you think everyone was upset with him? • What evidence surprised you the most? Why? • (After just one round of information) What suspects do you have? What motives do the suspects have?
<p>Exit Ticket</p>	<p>How do you think people felt when they heard the news about Caesar? Why? Would different people have different reactions? Why or why not?</p>

Other Formats:

Thinkers may create a 3D investigation board.

Shorter Option:

You do not need to complete an entire investigation lesson. You may use one component of an investigation for a faster option.

Example: Use the headline of an article.

- **Witnesses**
 - What experts could you interview on this topic? What could each expert tell you?
 - What experts do you trust? Why do you trust those experts?
 - What witnesses should you not trust for a story on this topic? What biases do those witnesses have?
- **Evidence**
 - What evidence would you like to collect on this topic?
 - Why is the evidence important?
 - How will the evidence help you to form a better-informed opinion?
- **Questions**
 - Press pause. Think about the headline of this article. What don't you know? What do you need to know?
 - What questions do you have about this headline? Why is the answer to that question important?

