MUSEUM INQUIRY TOOLKIT

Portrait Pairings

An Inquiry Framework for Teaching History Through Art

Connecticut Inquiry Standards

The 2024 Connecticut Elementary and Secondary Social Studies Standards sustain the C3 Inquiry Arc. Every pairing can support the following skills when students do the work.

Alignment note: An artwork or topic does not "meet" a standard by itself. Alignment depends on the student task—for example, gathering evidence from multiple sources, developing a claim, or presenting a conclusion to an audience.

Inquiry dimension	Grade 8
Questions	• 8.Inq.1.a. Explain how compelling and supporting questions represent key ideas in the study of United States history. • 8.Inq.1.b. Develop compelling and supporting questions that are mutually reinforcing. • 8.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
Disciplinary thinking	• 8.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.
Sources and evidence	• 8.Inq.3.a. Gather information from multiple sources and evaluate their relevance and intended use (e.g., origin, authority, structure, context, corroborative value, credibility). • 8.Inq.3.b. Organize and prioritize relevant evidence from and among multiple sources to support claims. • 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources.

Conclusions and action	• 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. • 8.Inq.4.b. Construct explanations using reasoning, summary, sequence, examples, and data while pointing out the strengths and weaknesses of the explanations. • 8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States history. • 8.Inq.4.d. Present arguments and explanations that feature multiple perspectives about local, state, or national history to reach a target audience using print, oral, and digital technologies. • 8.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. • 8.Inq.4.f. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts.

Inquiry dimension	High school U.S. history
Questions	• US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. • US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. • US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Disciplinary thinking	US.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.
Sources and evidence	• US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. • US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). • US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Conclusions and action	• US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). • US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). • US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies. • US.Inq.4.e. Analyze the characteristics and causation of national problems and issues, both past and present, using a multidisciplinary lens. • US.Inq.4.f. Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.