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| |  | | --- | | Inquiry Design Unit  Designed Grade Level: Seventh Grade  **(But…..This unit can be used any grade due to differentiation strategies)**  **Synergy: Are our differences really our strengths?**  **Compelling Question:**  **Was the strength of our Constitution rooted in the differences of the men who drew it up?**  **Did the compromises of the Constitution**  **make it a stronger document?**  **Narrative Background: This is a unit that is built on the idea of teaching middle level learners the idea of how our differences can make us stronger. This unit integrates next generation ELA skills and social studies skills in crafting an answer to the compelling question.**  **Standards and Practices​:**  **Social Studies Standards:**  7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)  7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.  **ELA Standards:**  Ask and answer questions about key details in a text. Ask and answer questions (e.g., who , what , where , when ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud s s s  Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships  Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups  **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  **Staging the Question ​: Staging the Question ​: “Going Places” by Peter and Paul Reynolds”**  [**https://www.youtube.com/watch?v=1LgRum3g2EM**](https://www.youtube.com/watch?v=1LgRum3g2EM) | |

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| **1.** **Supporting Question:**  **What are the strengths of Raphael and Maya? How do Raphael and Maya win the race? What is the synergy?** | **Formative Tasks:**  **Lesson Objective:**  **After participating in a brainstorming activity on the strengths of superheroes and an interactive read aloud on *Going Places* by Peter and Paul Reynolds, students will identify and explain how Maya and Raphael came to win the race by combining strengths by writing a paragraph/drawing their parents’ super powers.** | **Sources:**  ● Youtube video (*Fantastic Four* - [https://www.youtube.com/watch?v=kPRjkUwfzU**c**](https://www.youtube.com/watch?v=kPRjkUwfzUc)) - Low Tech  ● Padlet -<https://padlet.com/billbuith/m2ny4nsxladyd5av> - High Tech  ● *Going Places* book on YouTube (<https://www.youtube.com/watch?v=BsvrMyClNnc>) - Low Tech  ● Parent Superpower (“Super Strengths”) worksheet/Google Doc (<https://docs.google.com/document/d/1cWLGBsYUMhCSl--1ErdddqsMaAm9xqv01fqNLLBM-is/edit?usp=sharing>) - Low Tech   * FlipGrid – (<https://flipgrid.com/buith9785>) - High Tech |

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| **2. Supporting Question:**  **What are character strengths?**  **What are the different character strengths of Hamilton and Burr?**  **What happens when compromise fails?** | **Formative Tasks:**  **Lesson Objective:**  **After participating in a brainstorming activity to identify Raphael’s and Maya’s character strengths, and listening to two songs from *Hamilton* to successfully identify both Alexander Hamilton’s and Aaron Burr’s character strengths, students will complete either a Venn Diagram, write a short essay, or enter a FlipGrid post about the similarities and differences between Hamilton and Burr.** | **Sources:**     * VIA Classification Charts PDF (Low Tech) * <https://www.youtube.com/watch?v=yIl1OIGzuDg> - Hamilton - Alexander Hamilton (Low Tech) * <https://www.youtube.com/watch?v=k1CEolFz5do> - Hamilton - Aaron Burr, Sir * Venn Diagram / Short Essay worksheet (Low Tech) * FlipGrid: <https://flipgrid.com/buith9823> (High Tech) * ‘Character Strengths’ worksheet |
| **3. Supporting Question:**  **What is compromise?**  **What were the differences of the men who made up the Constitutional Convention?**  **What was the Great Compromise?** | **Formative Tasks:**  **Lesson Objective:**  **After participating in a brainstorming activity to analyze the importance of compromise through the conflict between Hamilton and Burr, students will compare different factors that ultimately resulted in the Great Compromise by taking a Quizizz and relating the concept of compromise to how it is needed in today’s society.** | **Sources:**   * *Big Bang Theory* video clip - <https://www.youtube.com/watch?v=a5nd7566nBc> (Low Tech) * Constitutional Convention - <https://www.youtube.com/watch?v=zuwnxDIbv2c> (High Tech) * Synergy in History PowerPoint (Low Tech) * Quizizz Quiz - <https://quizizz.com/admin/quiz/5ed9c4c0a83179001b5db50f> (High Tech) |

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| **4. Supporting Question:**  **What is compromise?**  **How did the Constitutional Convention resolve the differences in position to create a truly revolutionary document? What kinds of compromise are needed in today’s world?** | **Formative Tasks:**  **Lesson Objective:**  **After analyzing the compromises made in *Stranger Things* and their own lives, students will explain three of the compromises at the Constitutional Convention with a *Mess-To-A-Model* Google Drawing and writing a letter to incoming experiences on what character strengths are and the need for compromise.** | **Sources:**     * [Stranger Things](https://www.youtube.com/watch?v=Owact2oqtFM) video clip (Low Tech) * *Mess-To-A-Model*: [Compromises of the Constitutional Convention](https://docs.google.com/drawings/d/1JkwNOYg_sDov5hjY3vxfoVSYedAcNoenkzW4NWS1uXU/edit?usp=sharing) (High Tech) * *Mess-To-A-Model* ANSWER KEY: [Compromises of the Constitutional Convention ANSWER KEY](https://docs.google.com/drawings/d/1ijbEaLV9Gyw0_hls289imXbcm1Dm0pC3ZEQKQeI9xOM/edit?usp=sharing) (High Tech) * FlipGrid for Summative Assessment: [Character Strengths Summative Assessment](https://flipgrid.com/charstresumassess20) (High Tech) * Summative Assessment worksheet (Low Tech) |

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| **Summative Performance Task:** Write a letter (have FlipGrid option for ENL students) for next year's seventh graders and explain what character strengths are and how they will need to focus on developing their strengths and combining their strengths with others. Explain how the different strengths of your classmates have made for a stronger classroom experience for you this year, citing two or three different classmates and their strengths. Include information about this unit and how you learned that it was the different opinions of the Founding Fathers that contributed to the strength of our Constitution. Finally, relate the differences of opinions at the Constitutional Convention to the current differences in our nation on opening up after the pandemic and racial injustices.  Synergy In The World Today:   * *Our Founding Fathers used synergy to create a document that we still use today! The compromises that they made hundreds of years ago still greatly influence the world around us.* * *We are going through a historical period in time with a strong need for compromise.* * *To put it simply, we all need to compromise just a small amount so everybody gets along.*   **Extensions: Working through a Universal Design paradigm, all lessons embrace the defining principles of Universal Design (Choice of activity, differing levels of challenge built into choice, grouping), activities that appeal to different modalities and strengths beyond literacy, etc.)**  **Taking Informed Action: In an era of the Pandemic, students might draw up compromise suggestions to our current differences and send these to local newspapers or legislators?**  . |