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| Inquiry Design Unit  Designed Grade Level: Fifth Grade  **(But…..This unit can be used any grade due to differentiation strategies)**  **Passion: The Secret Ingredient in Grit**  **Compelling Question:**  **What is it that makes us persevere through challenges and obstacles?**  **Narrative Background​: This is a unit that is built on the idea of teaching middle level learners the secret ingredient in grit and how our passion for the goal plays a key role in developing personality. This unit integrates next generation ELA skills and science skills in crafting an answer to the compelling question.**  **Staging the Question ​: Staging the Question ​: “Iggy Peck, Architect” by Andrea Beatty and David Roberts** <https://www.youtube.com/watch?v=18B8WMJdTCQ>  **Standards and Practices​:**  **Science Standards:**  Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.  ■ Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) ■ Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)  **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 |

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| **1. Supporting Question:**  **What is Iggy Peck’s passion and how does Iggy Peck’s strength save the day? What does this story teach us about The strength of our passion in our life?** | **Formative Tasks:**  **Lesson Objective:**  After participating in a brainstorming activity and an interactive read aloud on Iggy, students will identify and explain Iggy's passion by creating a list, write, draw activity | ●  ●  ●  ● | **Sources:**  ​[Iggy Peck, Architect](https://www.youtube.com/watch?v=18B8WMJdTCQ)  [Pre-Assessment](https://www.youtube.com/watch?v=Z6ltNBLuiOo)  [Video from Friends](https://www.youtube.com/watch?v=Z6ltNBLuiOo)  [Flipgrid](https://flipgrid.com/0420be2d)  [Padlet Activity](https://padlet.com/jkiedaisch/Bookmarks) |

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| **2. Supporting Question:**  **What are the two elements that define Grit?**  **What does the story of Tom Brady teach us about grit and our lives?**  **Who is “gritty” in our lives?** | **Formative Tasks:**  **Lesson Objective:**  After interactive discussions on passion and grit and active participation in a ThingLink on the NFL draft, students will interview a family member on the topics of personal passion and the grit needed to overcome obstacles to achieve success. Students will creatively present a report on their interview. |  | **Sources:**  [Iggy Peck, Architect](https://www.youtube.com/watch?v=18B8WMJdTCQ)  [Grit YouTube Video](https://www.youtube.com/watch?v=hh0ixeNElF4)  [NFL Thinglink](https://www.thinglink.com/scene/1322279503493332995) |
| **3. Supporting Question:**  **What role does grit play in engineering a structure? Do engineers need grit?** | **Formative Tasks:**  **Lesson Objective:**  After interactive discussions on passion and grit and active participation in building a school structure, students will complete a Flipgrid on the topics of overcoming challenges, personal passion and the grit needed to overcome obstacles to achieve success in building their structure. |  | **Sources:**  [Iggy Peck, Architect](https://www.youtube.com/watch?v=18B8WMJdTCQ)  [Flipgrid](https://flipgrid.com/2ac7390d) |

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| **4. Supporting Question:**  **What role does grit play in science? Do great scientists need grit?**  **What role did grit play in your success in school this year?**  **What advice about grit would you give to an student in your seat next year?** | **Formative Tasks:**  **Lesson Objective:**  After watching a Youtube clip on grit, students will follow along with a Thinglink to see how 5 different scientists needed to have grit in order to succeed. After, the students will be asked to apply grit to their own lives through Flipgrid. The students will be able to write a letter to future students describing and explaining what grit means to them. |  | **Sources:**  [Pre-Assessment Grit](https://www.youtube.com/watch?v=vzle_Puyg5o)  [Video](https://www.youtube.com/watch?v=vzle_Puyg5o)  [Scientists with Grit](https://www.thinglink.com/scene/1326643291042611201)  [Thinglink](https://www.thinglink.com/scene/1326643291042611201)  [Flipgrid](https://flipgrid.com/e846a83c) |

**Summative Performance Task: (Independent Practice Lesson # 4)**

Students are to write a letter to a student who will be in their seat next year. They will share their understanding of grit, how grit has helped them overcome obstacles they faced in this grade and how grit relates to science in their real lives.

**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 send letters about grit to actual scientists working on developing a virus.**