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| Inquiry Design Unit  Designed Grade Level: Third Grade  **(But…..This unit can be used any grade due to differentiation strategies)**  **Maintaining Hope in the Face of Challenge**  **Compelling Question:**  **How Do Other People Affect Our Beliefs About the Future?**  **Are You a Hope Creator or a Hope Crusher?**  **Narrative Background: This is a unit that is built on the idea of teaching our youngest learners the nature of their beliefs and how we can all play a role in creating or crushing beliefs (hope). This unit integrates next generation ELA skills and science skills in crafting an answer to the compelling question.**  **Staging the Question ​: Staging the Question ​: “Rosie Revere, Engineer” by Andrea Beatty and David Roberts**  <https://www.youtube.com/watch?v=3sNVhNThxcc>  **Standards and Practices​:**  **Science Standards:**  Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. ■ Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)  Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.  PS2.A: Forces and Motion  ■ Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: qualitative and conceptual, but not quantitative additions of forces are used at this level.) (3-PS2-1)  **ELA Standards:**  STD RL.1.1 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.  STD SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups  Analyzing Narrative and Supporting Opinions Analyzing Narrative and Supporting Opinions  **W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** |

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| 1. **Supporting Question:**   **What role do the characters in the story play in creating Rosie’s hope or crushing Rosie’s hope”? Do others affect our hope and our beliefs about our future?** | **Formative Tasks:**  **Lesson Objective:**  **Students will identify hope crushers and hope creators. After participating in a Padlet activity and a read aloud with guided questions, students will respond to the question “What is the role that the characters play in creating Rosie’s hope or crushing Rosie’s hope” by having the choice of drawing a picture, writing two to three sentences, or acting out a role from the story.** | **Sources:**  Padlet  Story, [ROSIE REVERE ENGINEER](https://www.youtube.com/watch?v=3sNVhNThxcc) |

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| **2. Supporting Question:**  **Who are hope crushers and hope creators in your life?**  **What is positive self-talk?**  **What is your positive self-talk mantra?** | **Formative Task:**  **Lesson Objective:**  **After participating in a Padlet review of the main characters in *Rosie Revere Engineer* by Andrea Beaty, completing a Compare/Contrast graphic organizer through the lens of *Hope Creators* and *Hope Crushers* for at least five of the characters from the video, *Get Back Up Again,* and having discussions with family members about *Hope Creators* and *Hope Crushers*, students will successfully identify themselves as *Hope Creators* by creating a “*Self Talk” Statement* for their personal use.**  **!** |  | **Sources:**  Story, [ROSIE REVERE ENGINEER](https://www.youtube.com/watch?v=3sNVhNThxcc)  [Padlet](https://padlet.com/amehale/es5o37n5igt6sbuv)  Compare and Contrast Graphic Organizer  [YouTube Video](https://www.youtube.com/watch?v=IFuFm0m2wj0) |
| **3. Supporting Question:**  **What are the scientific principles of force and motion?**  **Do the laws of force and motion align with hope creators and crushers?** | **Formative Task:**  **Lesson Objective:**  **After active participation in a recap discussion about positive self-talk statements, students will explore forces and motion aligning the scientific concepts to the Push/Pull impacts of Hope Creators/ Hope Crushers. Understanding of this alignment will be assessed through students' cartoon drawing of superheroes where hope crushers are related to gravity and friction and hope creators are related to force.** |  | **Sources:**  Story, [ROSIE REVERE ENGINEER](https://www.youtube.com/watch?v=3sNVhNThxcc)  [YouTube video](https://www.youtube.com/watch?v=DV_AAVQiwEk)  [Thinglink](https://www.thinglink.com/scene/1323297660278407169)  [Video clip](http://studyjams.scholastic.com/studyjams/jams/science/forces-and-motion/force-and-motion.htm) |

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| **4. Supporting Question:**  **Can someone add force and direction to your life?**  **Can you add force and direction to someone else’s life?** | **Formative Tasks:**  **Lesson Objective:**  **After participating in a recap discussion of hope creators and hope crushers students will respond to the question, “Do you believe that someone can add force and direction to our lives by making a poster, Padlet, or Flipgrid.** |  | **Sources:**  Story, [ROSIE REVERE ENGINEER](https://www.youtube.com/watch?v=3sNVhNThxcc)  [Color Your World YouTube Video](https://www.youtube.com/watch?v=rwelE8yyY0U)  Poster  Google Slides  [Padlet](http://padlet.com)  [Flipgrid](https://info.flipgrid.com) |

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

We want you to be inventors. You will include how you can be a Hope Creator in the world. What forces and actions would you take to be a Hope Creator? You may use the positive self talk statement you made from the previous lesson and create a POSTER. You can draw a poster, use Google Slides, Padlet, or you can talk about your self talk statement through Flipgrid.

Be sure to include:

* Include the question: “Do you believe that someone can add force and direction to our lives?”
* Include your response to the question.
* Self talk statement
* Visuals/Pictures of how you would use your self talk statement

**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 a picture or write a letter to an essential worker and serving as a hope creator?**