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| **Happiness in Rural, Urban and Suburban Questions**  This second grade Inquiry Design Model (IDM) curriculum allows students to explore the happiness of citizens in rural, urban and suburban communities through critical analysis of the credibility of evidence. Students will employ resources in diverse formats to find a personal answer to the compelling question, “Who is happier, people in urban, suburban or rural communities? By completing this IDM, students will not only begin to understand the importance of making a decision based on evidence. The hope is that this unit will create empathy, engagement and empowerment. |

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| **Compelling Question: Staging the Question:**  ***Who are happiest, people in urban, suburban or rural communities?***  Students will engage in a lesson on *The Wise Woman and Her Secret,* laying the foundation of the concept of happiness to build the unit on.  **Standards and Practices:**  **Individual Development and Cultural Identity**  **2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities**.  2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.  2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.  2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.  2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity. |

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| **1. Lesson One Supporting Question:**  What is the secret of happiness? How happy am I? Based on the *Wise Woman and Her Secret*? | **Formative Task:**  After students are presented with the compelling question, “Who is happiest, people in urban, suburban or rural communities? and having the story *The Wise Woman and Her Secret* read to them*,* students will *effectively engage in a range of collaborative conversations, expressing their own ideas clearly in answering the question “What is the secret of happiness?”* | **Sources:**  Source A: *The Wise Woman and Her Secret?*  Source B: *Growing a Growth Mindset: Unlocking Character Strengths Through Children’s Literature* |
| **2. Lesson Two Supporting Question:**  How does geography of an urban community affect life in the community? (Bus  Tour of an Urban  Community) | **Formative Task:**  After taking a bus tour of an urban community, students will integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally by creating a poster of two advantages and one disadvantage of living in an urban community. | **Sources:**  Sources: Teacher Created PowerPoint Slides on Unit PowerPoint |

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| **3. Lesson Three Supporting Question:**  How does geography of a rural community affect life in the community? (Bus  Tour of an Rural  Community) | **Formative Task:**  After students take a virtual bus ride to a rural area while writing and drawing in a travel journal, the students will write informative/explanatory text texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section clearly by writing a postcard exit slip from a Rural Area to be mailed to a friend back in a different type of area. | **Sources:**  Sources: Teacher Created PowerPoint Slides on Unit PowerPoint |
| **4. Lesson Four Supporting Question:**  How does geography of a suburban community affect life in the community? (Bus  Tour of an Suburban  Community) | **Formative Task:**  After taking a bus tour of a suburban community, students will integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally of a Suburban Community. Students will write on Sticky Notes and post onto a Pro’s and Con’s chart. Student’s will include three relevant accurate facts out of four. | **Sources:**  Sources: Teacher Created PowerPoint Slides on Unit PowerPoint |

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| **5. Lesson Five Supporting Question:**  What would it be like to experience life in each type of community? (Listen and Retell) | **Formative Task:**  After revisiting the Bus Tour, and completing a *Listen and Retell*, students will *express thoughts, feelings, and ideas clearly, adapting language according to context* by writing a reflection and performing an *‘Act it Out.’* | **Sources:**  Source A: Teacher  Created Documents You Create Listen and Retell |
| **6. Lesson Six: Supporting Question**  What would it be like to experience life in each type of community? (Act It Out) | **Formative Task:**  After revisiting the Bus Tour, and completing a *Listen and Retell*, students will *express thoughts, feelings, and ideas clearly, adapting language according to context* by writing a reflection and performing an *‘Act it Out’* | **Sources:**  Source A: Scenarios  Source B:  Students will be given a rubric and directions for Act It Out |
| **7. Lesson Seven Supporting Question:**  How do we know which information is credible and which is not credible? | **Formative Task:**  After presenting a PowerPoint about the WHAM model and explaining to the students how this will be used in their lesson today, the students will then go around the room to the three poster charts (one urban chart, one suburban chart, and one rural chart) hanging up analyzing them using the WHAM acronym. | **Sources:**  Source A: WHAM PowerPoint  Source B: Source Documents    I |
| **8. Lesson Eight Supporting Question:**  What evidence can I employ community to determine the happiest community? (History Mystery) | **Formative Task:**  After learning how to determine if evidence is a fact or opinion, how to determine if evidence is credible, and participating in a history mystery, students will evaluate the validity of reasons and the relevance of sufficiency of evidence and write arguments to support the claim “Which community is happiest: urban, rural, or suburban” in a worksheet | **Sources:**  Source A:  History Mystery Envelopes  Source B:  PowerPoint Presentation  Source C:  Supporting Claim Handout |

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| **9. Lesson Nine Supporting Question:**  How would people in each community compare life in their community? (Meeting of the Minds) | **Formative Task:**  After researching and learning about their assigned communities (Urban, Suburban, and Rural) and preparing for a group discussion, students will *present information, findings, and supporting evidence* in a Meeting of the Minds activity | **Sources:**  Source A: Meeting of the Minds Worksheet |

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| **10. Lesson Ten Supporting Question:**  How can I express my thinking on communities on a Buncee and a Flipgrid | **Formative Task:**  After completing the communities (Urban, Suburban, and Rural) students will *present information, findings, and supporting evidence* on a Buncee Slide and in a Flipgrid. | **Sources:**  Source A: Buncee Program  Source B: Flipgrid |

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| **11. Lesson Eleven Supporting Question:**  How can we address the problems of communities in the real world? (Taking Informed Action) | **Formative Task:**  After viewing videos showing the problems that exist in rural, urban, and suburban communities, and a discussion on informed action, *students will create a plan of informed action that will help residents of one community,* and will carry out the plan. | **Sources:**  Source A: Teacher Created Video |

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| **Summative Performance Task**  ***Argument:***  Students will create a Buncee and a Flipgrid sharing their opinion onwho are happiest, people in urban, suburban or rural communities?  ***Extension:***  Students unable to clearly express opinions on Flipgrid or unable to use the Buncee, will find a series of pictures expressing their opinion. |

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| **Taking Informed Action**  Students will identify and tackle one problem of communities in the real world and seek to remedy the problem. |