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| **5th Grade****Puerto Rico****Does Where You Live in the Western Hemisphere determine your happiness?**This fifth grade Inquiry Design Model (IDM) curriculum allows students to explore the happiness of citizens in Puerto Rico and citizens in America through critical analysis of the credibility of primary and secondary documents. Students will investigate these historical resources and undertake the compelling question, “Does Where You Live in the Western Hemisphere Determine Your Happiness?” By completing this IDM, students will not only begin to understand the severity of identifying credible and unreliable information that is presented to them, but how important these issues are pertaining to the world today.  |

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| **Compelling Question:**Does where you live in the Western Hemisphere determine your happiness?**Staging the Question:**Students will engage in a lesson on *It’s Okay to Make Mistakes* laying the foundation of the concept of happiness.**Standards and Practices:****5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE:** The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.5.4c The physical environment influences human population distribution, land use, and other forms of economic activity. **5.5 COMPARATIVE CULTURES:** The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC) 5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.5.5b. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region. |

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| **1. Supporting Question:**Does where you live in the hemisphere determine your happiness?What determines happiness? | **Formative Task:**After listening to a book about why it is okay to make mistakes and viewing a PowerPoint about why optimism is the key to happiness, the students will *write arguments to support claims* *using valid reasoning* by writing about how they can flip four problems around to see the virtue they can gain from these problems. | **Sources:**Source A: It’s Okay to Make Mistakes by Todd ParrSource B: Google SlidesSource C: Exit Ticket |

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| **2. Supporting Question:**Does the geography of Puerto Rico affect the life and happiness of the people living there? | **Formative Task:**After taking a virtual bus tour, Students will write a travel journal entry including 3 accurate, relevant reasons why they want to live there. | **Sources:**Source A: Bus tourSource B: Travel Journal EntrySource C: Google Slides Presentation |

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| **3. Supporting Question:**How did Puerto Rico come to be Puerto Rico? What historical events have shaped this state?  | **Formative Task:**After observing documents and completing the Listen and Retell activity, students will prove their understanding of the documents and how these events have shaped Puerto Rico today through their History Alive Act it Out performance. | **Sources:**Source A: Listen and Retell documentsSource B: Exit TicketSource C: Google Slides Presentation |

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| **4. Supporting Question:**Are the documents showed yesterday valid? | **Formative Task:**Use SCIM-C method to answer questions determining the validity of the source. | **Sources:**Source A: Google SlidesSource B: DocumentsSource C: Exit ticket |

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| **5. Supporting Question:**Are Puerto Ricans Happier than Americans? | **Formative Task:**After solving a history mystery, students will complete a written task to support their claim on who they believe is happier, Puerto Ricans or Americans.  | **Sources:**Source A:History Mystery EnvelopesSource B:PowerPoint PresentationSource C: Supporting Claim Handout  |

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| **6. Supporting Question:**In what ways is life in Puerto Rico different than life in the United States? Are Americans happier than Puerto Ricans? | **Formative Task:**Students will engage in a fishbowl activity to create an essay in the air using the DBQs.  | **Sources:**Source A: Google slidesSource B: DBQs from previous lessonsSource C: Self-evaluated rubric |

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| **Summative Performance Task***Argument :* Students will complete an essay in the air answering the questions: In what ways is life in Puerto Rico different than life in the United States? Are Americans happier than Puerto Ricans?Then students will write a formal DBQ.*Extension:* Students unable to write the essay in the air will be given images from the DBQs to create a graphic organizer. |

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| **Taking Informed Action****7. Supporting Question:**What is informed action?How can we help the people living in Puerto Rico who were affected by Hurricane Maria? |  **Formative Task:**After a video on the devastation caused by Hurricane Maria in Puerto Rico, students will work in small groups to develop plans of informed action that will create real, positive change for the people of Puerto Rico. Students will work in groups to do one of the following: 1) create an informational video informing people of the tragedy affecting Puerto Rico, 2) create flyers/posters to publicize the needs of the people of Puerto Rico, 3) organize a fundraiser to raise money and supplies for the people of Puerto Rico, 4) create a social media account (Facebook, Twitter, Instagram) publicizing Puerto Rico and the needs of the people that live there.  |  **Sources:**Source A: Action - [Definition retrieved from](http://merriam-webster.com) Merriam-Webster.com Source B: “Return to Puerto Rico: How Puerto Ricans continue to struggle 6 months later”- YouTube video  Source C: Informed - Definition retrieved from Merriam-Webster.com |