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| **Happiness in Uganda and America**Image result for usa  This fifth grade Inquiry Design Model (IDM) curriculum allows students to explore the happiness of citizens in Uganda 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 Eastern 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. The hope is that this unit will create empathy, engagement and empowerment. |

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| **Compelling Question: Staging the Question:**    **Standards and Practices:**  **6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)**  6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.  6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.  **Enduring Issues:**  **Human Impact on the Environment**  **Impact of Environment on Humans**  **6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)**  6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes |

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| **1. Lesson One Supporting Question:**  What is Eudemonic happiness? What is the secret of happiness that  most people never get? | **Formative Task:**  After students read “How Full is your Bucket? For Kids”, by Tom Rath and Mary Reckmeyer, they will explore the compelling question of “What is eudemonic happiness and what truly makes you happy? Students will write about a time when they filled someone's bucket, and when their bucket was emptied, scoring at least 15 out of 20 on a teacher graded rubric. | **Sources:**  Source A: *How Full is Your Bucket?* By Tom Rath and Mary Reckmeyer  Source B: *Growing a Growth Mindset: Unlocking Character Strengths Through Children’s Literature* by Kevin Sheehan and Jessica Ryan |
| **2. Lesson Two Supporting Question:**  Do We choose happiness? What is optimism? | **Formative Task:**  After reading *It’s Okay to Make Mistakes* by Todd Parr, students will effectively engage in collaborative discussions and activities to explore the question “Is happiness a choice?” Students will be assessed by an individually completed exit ticket, in which they write at least 4sentences responding to the essential question, including at least 2 pieces of evidence from class activities. | **Sources:**  Source A: *It’s Okay to Make Mistakes* by Todd Parr  Source B: *Growing a Growth Mindset: Unlocking Character Strengths Through Children’s Literature* by Kevin Sheehan and Jessica Ryan |

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| **3. Lesson Three Supporting Question:**  How does the geography of Uganda affect life there? | **Formative Task:**  After students take a virtual plane and bus ride to many cities in Uganda while writing a travel itinerary, the students will write detailed and explanatory answers to questions to relate the geography of Uganda to the happiness of people living there. Students will include a number of sentences explaining their answers and will have to successfully answer three out of four questions on the writing section of the *Uganda Trip Itinerary* and complete the travel picture document. | **Sources:**  Source A: PowerPoint presentation    Source B: Google Maps |

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| **4. Lesson Four Supporting Question:**  How did Uganda come to be Uganda?  What three historical events have most shaped the country? | **Formative Task:**  After reading three different articles about what events shaped Uganda’s history, students will participate in a read and retell exercise. At the conclusion of the lesson, students will complete an exit ticket where they will write down three things that they learned. | **Sources:**  Source A: Teacher Created Articles for Read and Retell |
| **5. Lesson Five Supporting Question**  How did Uganda come to be Uganda?  What three historical events have most shaped the country? | **Formative Task:**  After the students learn about European colonization, independence and the nation of Uganda and Uganda today in a literacy activity, students will *engage effectively in a range of collaborative discussions with diverse partners and express ideas clearly and persuasively* by understanding what events shaped being a Ugandan today. Each group will create an act it out attaining a minimum score of 3 out of 4 on a teacher-created rubric. | **Sources:**  Source A: Documents  Source B:  Students will be given a handout with directions for Friday on Read and Retell |

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| **6. Lesson Six Supporting Question:**  How do we know that what we have learned about Uganda is true? | **Formative Task:**  After analyzing four primary source documents and participating in a group discussion based on Uganda’s history, students will write arguments to support a claim and engage in collective discussion using the SCIM-C method to determine if what we have learned about Uganda in previous lessons is valid. Students will conclude by viewing current media posts to determine if such posts are valid. | **Sources:**  Source A: SCIMC PowerPoint  Source B:  Four Primary Source Documents  Source C:  Is it Valid? (Handout) |

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| **7. Lesson Seven Supporting Question:**  A History Mystery:Who is happier, Ugandans or Americans? | **Formative Task:**  After learning how to determine if evidence is credible, students will *evaluate the validity of the reasoning and the relevance and sufficiency of evidence* through a history mystery. Students will *write arguments to support the claim,* “Are Ugandans happier than Americans?” *using valid reasoning and relevant and sufficient evidence*. | **Sources:**  Source A:  History Mystery Envelopes  Source B:  PowerPoint Presentation  Source C:  Supporting Claim handout |

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| **6. Supporting Question:**  In what ways is life in Uganda different than life in America? Do these differences indicate Ugandans are happier? | **Formative Task:**  After reading the assigned DBQ’s about Uganda and America, students will *engage effectively in a range of collaborative discussions* by participating in an essay in the air demonstration where they will argue whether Ugandan’s or American’s are happier using credible evidence from the given DBQ’s. | **Sources:**  Source A: DBQs  Source B: PowerPoint  Source C: Self Evaluation Rubric |
| **6. Supporting Question:**  In what ways can we connect with Uganda and create a better future together? | **Formative Task:**  After a video on Uganda and a discussion on informed action, students will work in small groups  to create a plan of informed action that will help the people of Uganda (specifically Reagan) and  will fill out an exit ticket, answering at least 3 out of the 4 questions on informed action  correctly. | **Sources:**  Source A: Google Slides Presentation  Source B: Project |

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| **Summative Performance Task**  ***Extension:*** Students unable to write will be able to participate in an essay in the air.  ***Argument:*** Students will complete a DBQ essay answering the question: “Are Ugandans Happier than Americans? |

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| **Taking Informed Action**  Students will create a plan of informed action that will help the people of Uganda (specifically Reagan and the orphans of Uganda. |