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| **Image result for usaImage result for mexico5th Grade**  **Mexico**  **Happiness in Mexico and America**  This fifth grade Inquiry Design Model (IDM) curriculum allows students to explore the happiness of citizens in Mexico 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. |

Does Where You Live in the Western Hemisphere Determine Your Happiness?

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| **Compelling Question: Staging the Question:**  Students will engage in a lesson on *The Wise Women and her Secret* 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:**  What determines happiness? | **Formative Task:**  After reading the story, *The Wise Woman and Her Secrets,* and participating in a group discussion students will be able to discover the secret to happiness supporting their answer. | **Sources:**  Source A: *The Wise Woman and Her Secrets*  Source B:PowerPoint Presentation |

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| **2. Supporting Question:**  How does the geography of life in Mexico affect life there? | **Formative Task:**  After students travel through a virtual bus tour of Mexico, students will write postcards to a friend back home in New York. Students will write in less than five sentences about one of the cities they traveled to in Mexico today and why they would be happy living there. | **Sources:**  Source A: PowerPoint presentation    Source B: Kids' Games, Animals, Photos, Stories, and More -- National Geographic Kids |

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| **3. Supporting Question:**  How did Mexico come to be Mexico?  What historical events have shaped the country? | **Formative Task:**  After observing documents and completing the statement strategy activity, students will prove their understanding of the documents through their “History Alive: Act it Out” performance. | **Sources:**  Source A:  Statement Strategy Documents  Source B:  Students will be given a handout with directions |

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| **4. Supporting Question:**  How do we know that what we have learned about Mexico is true? | **Formative Task:**  After observing four primary source documents based on Mexico’s history, students will use the SCIM-C method to determine if what we have learned about Mexico so far is valid. Students will conclude by writing a paragraph stating if the history we learned about yesterday is true or not. | **Sources:**  Source A: Thinking Like a Historian PowerPoint  Source B:  Four Primary Source Documents  Source C:  Is it Valid? handout |

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| **5. Supporting Question:**  Are Mexicans happier than Americans? | **Formative Task:**  After solving a history mystery, students will create a written argument to support the claim, “Are Mexicans happier than Americans?” | **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 Mexico different than life in America? Do these differences indicate Americans are happier? | **Formative Task:**  After engaging in a practice Google Slides pre-writing exercise on the TDFC, students will complete a TDFC on their required DBQ on geography and happiness. | **Sources:**  Source A: Google Slides Presentation (Practice Yankee Essay)  Source B: TDFC Planning Sheet |

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| **Summative Performance Task**  ***Extension:*** Students unable to write will make an Imovie including images that support their position on whether citizens of Mexico are happier than citizens of America.  ***Argument:*** Students will complete a DBQ essay answering the question: Does where you live in the Western Hemisphere determine your happiness? |

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| **Taking Informed Action**  Students will create a flip grid response introducing themselves to students in Mexico. They will share pictures and a story in Spanish of what makes them happy. |