



Fifth Grade Social Studies Teacher Edition

An Introduction to Studies Weekly Fifth Grade

Standards Alignment: Studies Weekly is a standards-based curriculum.

Cross-Disciplinary Integration: Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards.

Student Curriculum includes:

- 32 weeks of original articles, photos, illustrations, and designs
- English Language Arts-based activities
- Formative and summative assessments aligned with standards and deconstructed skills

Teacher Resources include:

- Year-at-a-glance curriculum scope and sequence
- Standard correlation and alignment
- Printable graphic organizers aligned with the content
- Google Classroom integration
- Primary source documents, videos, images, and artwork
- Audio-reader at variable settings
- Annotation features that allow students to highlight and code text for improved comprehension and retention
- Leveled questions that support formative and summative assessment
- Avatar game component for increased student engagement

Deep Learning Knowledge, Skills, and Dispositions: The fifth grade curriculum incorporates deep learning strategies that facilitate student acquisition of knowledge, skills, and dispositions. Deep learning skills and dispositions include critical thinking, communication, collaboration, creativity, character, and citizenship.

Interactive Notebooks to Monitor Progress and Learning: As a research-based strategy, interactive notebooks provide a comprehensive and engaging system for students to input and retrieve information and demonstrate knowledge. Additionally, interactive notebooks help students to

make connections between and among topics and themes (Caine, 2005; Caine, Caine, McClintic, & Klimek, 2005; Perkins, 1991, Stickel, 2005).

We recommend that teachers support their students in creating a binder, or notebook for students to organize their thoughts, take notes, make connections, place articles, and engage with printable graphic organizers provided in the Teacher Edition. To help facilitate the use of interactive notebooks, graphic organizers are included that can be downloaded and printed.

Academic Vocabulary: Key vocabulary terms identified as essential for concept development and explicitly defined in the student publications are bolded. Additional key vocabulary terms are identified as Language for Social Studies Learning and are defined in the introduction of each week's instructional plan.

High Impact Teaching Strategies: High impact teaching strategies are based on research by John Hattie¹ and Robert Marzano². Implementation of the identified strategies is proven to increase student learning. The interactions between a teacher and learner can promote or prevent learning growth. Ten specific strategies have been identified to increase student academic achievement when using Studies Weekly publications. Teachers might choose one strategy over another based on their knowledge of student needs. However, Studies Weekly provides multiple suggestions of high impact teaching strategies that combine well with student learning objectives in lessons.

The following strategies are recommended throughout the Studies Weekly teacher edition:

1. **Setting Goals:** The learning objectives for the lesson is clearly given to students. Success criteria is provided for students to know how they demonstrate they have met the learning objectives.
2. **Structuring Lessons:** A planned course of action for teachers' time in the classroom and interaction with students. Learning is scaffolded and supported for learning success for each student.
3. **Explicit Teaching:** The teacher models specific actions for students to succeed in learning expectations.
4. **Worked Examples:** The teacher demonstrates each step of the learning with explanation.

¹ Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Milton Park: Routledge, 2009.

² Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria: ASCD, 2007.

5. Collaborative Learning: Students work together in small groups, with each group member participating in the learning task.
6. Multiple Exposures: The teacher gives students many opportunities to practice skills and manipulate new knowledge.
7. Questioning: The teacher plans specific ideas to stimulate skill and knowledge expansion, reflections, or investigation for the student.
8. Feedback: The teacher provides explicit and direct information for students on improvement, focus, or redirection.
9. Metacognitive Strategies: Students spend time thinking about how the process of learning occurs for themselves.
10. Differentiated Teaching: The teacher uses a variety of methods to extend learning for each student. Content, process, and product for students are considered and adjusted for successful learning.

The application of high impact teacher strategies allows students to succeed in learning. This pedagogy also provides for individual learning, based on student needs. Further professional learning can be found on the Studies Weekly online platform and in professional development opportunities.

Inquiry

Unit Summary: This unit provides the important scaffolding for students to engage in inquiry-based learning. In these weeks, students will examine how historians think and ask questions. The skills of engaging in inquiries, analyzing and evaluating sources and evidence, communicating conclusions, and taking action will be both scaffolded and developed. The final week encourages students to engage in their own inquiry. It is highly recommended that students choose a topic or issue relevant to their own community or state to engage in.

Unit Standards: N/A

Table of Contents:

- Week 1: Developing Questions and Planning Inquiries
- Week 2: Historical Inquiry Sources
- Week 3: Analyzing and Evaluating Evidence
- Week 4: Communicating Conclusions
- Week 5: Engaging in Your Own Inquiry

Unit Guiding Question: How does the inquiry process help with learning?

Unit Learning Objective: With guidance and support, the student will learn the steps of the inquiry process to learn more about a topic.

Unit I Can Statement: I can identify a problem and put together a solution or plan using the inquiry process.

Unit Assessment: Students will complete an inquiry project based on the Your Turn for Inquiry graphic organizer and Rubric for Guided Inquiry Project. The compelling question they will research is: Does the Bill of Rights protect everyone?

Name: _____ Date: _____

Your Turn For Inquiry

Now it is your turn to complete the inquiry process with your own compelling question. Use the supporting questions in the article "The Inquiry Process" to help you with each step. Record your thinking and research in the spaces provided below.

1. Ask a compelling question.

2. Make a claim.

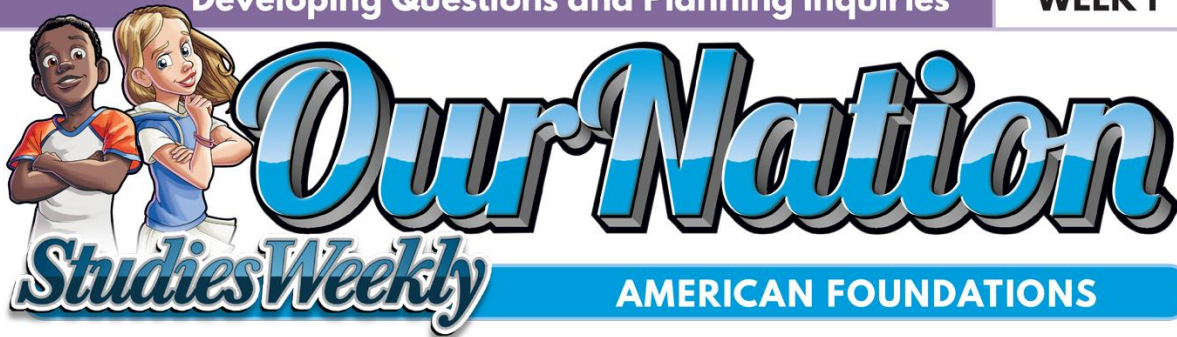
3. Search for answers. / Experiment.

4. Interpret the information.

5. Present your conclusions.

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| Skills | 4. Exceeds / Exceeds expectations | 3. Exceeds / Meets expectations | 2. Approaching / Meets minimum expectations | 1. Beginning / Does not meet minimum expectations | Score |
|---------------------------------|---|---|--|--|-------|
| Making a Claim | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | |
| Using Sources | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | |
| Applying Lenses | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | |
| Evaluating Information | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | |
| Interpreting Information | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a specific issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | Identifies a general issue or topic of interest that is relevant to the historical period and time period. | |



Summary of the Week: Students will learn about what inquiry is and about the compelling and supporting questions that guide inquiry. They will learn about and practice making a claim and using different social science lenses. The final article covers the whole process. In subsequent weeks, students will dive deeper into the different steps of the inquiry process.

Standards: N/A

Teacher Background Knowledge: Help students understand the difference between compelling and supporting questions. This will require lots of opportunities to practice. Consider applying this content throughout the day and the week with multiple content areas to reinforce the concept.

Notes for the Teacher:

- The sequence of articles in this week is designed to build and support the learning of concepts for students.
- The lesson plans in this week's publication allows students to engage with the content through multiple exposures and modalities. The lessons can be further differentiated to assist struggling students.

Essential Question: How does the inquiry process help learning?

Learning Intention: I am learning to use compelling and supporting questions to learn about different topics from multiple perspectives.

Success Criteria: I can identify compelling and supporting questions and answer them from multiple perspectives.

Student Edition Vocabulary and Phrases:

claim: a statement about what we believe

compelling: something that sparks interest and is exciting

economist: someone who studies money and finance

evidence: information gathered from sources to answer inquiry questions

geographer: someone who thinks about people and how they live and work in their environment

historian: someone who researches and studies the past

inquiry: a way to investigate a problem or to ask for more information

perspective: point of view used to help individuals research a situation and solve a problem

political scientist: someone who studies how the government works

reflect: to think deeply about something

social scientist: someone who studies the whole person: academic, social, emotional, physical, and mental and analyzes the effects behaviors and emotions have on people or groups of people

supporting question: questions that look at a smaller part of a compelling question and help make the compelling question clearer

Language for Social Studies Learning: N/A

Critical Thinking for Speaking and Writing: What new insights can come from looking at a problem through different lenses?

Active Listening: Increase auditory memory and retrieval of information

Wellness Questions:

- How does asking questions help you understand another person's perspective?
- How does it help you to consider why others think what they do?
- Reflect on your behavior in the last week. Is there anything you would change? Why?

Weekly Assessment Questions:

1. What do we use to support answers to our questions?
 - a. **evidence**
 - b. inquiry
 - c. questions
 - d. tasks
2. Which type of question guides an inquiry?
 - a. mystery
 - b. **compelling**
 - c. supporting
 - d. action
3. Which type of question gives action to the compelling question?
 - a. mystery
 - b. compelling
 - c. **supporting**
 - d. action
4. Which type of researcher asks questions about the purpose and function of government?
 - a. geographer
 - b. economist
 - c. **political scientist**
 - d. social scientist
5. Who would study maps to understand the landscape of an area?

- a. historian
 - b. political scientist
 - c. economist
 - d. geographer**
6. What is the purpose of the Third Amendment to the Constitution?
- a. It protects freedom of speech.
 - b. It prevents soldiers from quartering in homes.**
 - c. It guarantees the right to a speedy trial.
 - d. It protects freedom of religion.
7. Your _____ can influence your point of view on a topic.
- a. future
 - b. school
 - c. personal history**
 - d. library
8. _____ is/are when you make a claim about a problem or question based on your point of view.
- a. Perspective**
 - b. Planning
 - c. Polls
 - d. Patterns
9. Open response: What is inquiry? **(Answers will vary.)**
10. Open response: What is the difference between a compelling question and a supporting question? **(Answers will vary.)**

Student Edition Week 1

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UNIT: INQUIRY

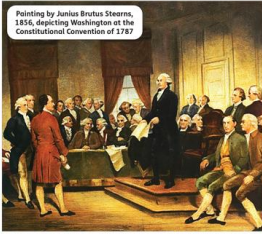
Developing Questions and Planning Inquiries

WEEK 1

Name _____

Finding a Problem to Solve

People often face many problems that need to be solved. Think about the compelling question that we have developed: Does the Bill of Rights protect everyone?



Painting by Julius Bratus Stearns, 1836, depicting Washington at the Constitutional Convention of 1787

Diving Deeper: Thinking About Point of View

Your personal history is different from everyone else's. This means you think about problems in ways that are unique to you. This can influence your point of view on different topics. When you make a claim about a problem or question, you make it based on your point of view. This is also called **perspective**. Your perspective is extremely important. It

helps you think about inquiry, define problems, and develop solutions to these problems. Your perspective can be different from others. It is also important to think about other people's perspectives. Their insight might be different from yours, but it may help solve problems more efficiently.



What steps can you take to answer the questions and solve the problem?

Problem-Solving Steps:

1. What was your claim and why did you make it?
2. This is where we can look at the evidence and think about who needs help.
3. Ask yourself: "What has to happen for the problem to be solved?"
4. Think back to our lenses of social studies. Ask the questions that a historian, economist, geographer, or political scientist may ask. You may find a few possible solutions there! Write down three of those possible solutions.
5. Think about the hardest parts of each solution. Write those down.
6. Ask yourself: "Who needs to be involved? Who has the power to change the problem?"
7. Think about what you are good at and what may be difficult for you. Which solution makes the most sense for YOU?
8. Once you have looked at different solutions, pick one and try out your inquiry!

Ask yourself the compelling question again, and determine how you can solve the problem!



What Is an Inquiry?

To solve a mystery, good detectives ask questions and search for evidence. This is known as an inquiry. An inquiry is a way to investigate a problem or to ask for more information. A successful inquiry requires three steps:

1 Asking questions

To begin the inquiry process, you must start by asking questions. In order for an inquiry to be successful, you have to ask specific questions throughout the process. By asking questions, you can develop your claim. A **claim** is a statement you make about what you believe can be supported with evidence.

2 Processing evidence

The next step is to collect and process evidence. Evidence is information gathered from sources to answer inquiry questions. The more evidence you gather, the stronger your claims will be.

3 Completing tasks to help solve the mystery

The final step to complete an inquiry is to create a final product that connects the inquiry questions to the evidence. This could be something you create or research you present.

ESSENTIAL QUESTION

How does the inquiry process help with learning?

Types of Questions

Asking questions is the first step in an inquiry. There are many types of questions you can ask throughout the inquiry process.

Compelling Questions
The word **compelling** refers to something that sparks your interest and is exciting. Answering a compelling question requires deep thinking. There could be multiple answers to the same question. The answer you come up with depends on the evidence you find in your research. An example of a compelling question is: Does the Bill of Rights protect everyone?

Supporting Questions
A **supporting question** gives you the information that you need to answer the compelling question. While a compelling question might have different answers depending on your research, a supporting question usually has only one answer. These answers give you the evidence you need to solve the mystery!
Each type of question is important and is needed for a strong inquiry.

Compelling Question: Does the Bill of Rights protect everyone?
To support your compelling question, you could ask:

- What is the Bill of Rights?
- What are rights?
- What rights does this document protect?
- Why was this document created?

Each type of question is important and is needed for a strong inquiry.

Develop your own compelling question. Can you think of a supporting question to support your compelling question?

What Makes You Think That?

During the inquiry process, we make claims about compelling questions. Your job is to research information and provide evidence to support your claim. Evidence can change our thinking and beliefs about a topic or idea. This is known as the reflection process.

To **reflect** on an idea means to think deeply about it and decide if it is still the best solution. The most successful thinkers are people who know how to reflect and change their thinking as needed. You can use the following sentence starters to build a claim for the compelling question: Does the Bill of Rights protect everyone?



Make a claim!

I think _____ because _____.

Then think about the evidence!

I know this because ...

According to the author ...

In the picture, we can see ...

From what I read in the text, we can see ...

The most important evidence I found was ...

If you were to make an initial claim on the example compelling question, what would it be and why?

The Lenses of Social Studies

Problems and questions that are compelling are usually big. This means it is necessary to investigate them through the lenses of different professionals in the field.

Thinking like a ...

Historian

A historian researches and studies the past. They make claims to help us understand how people used to think and live.



Social Scientist

Social scientists study the whole person: academic, social, emotional, physical, and mental. They analyze the effects that behaviors and emotions have on people or groups of people.



Geographer

A geographer thinks about people and how they live and work in their environment. They make claims that help people build communities and use resources.

Political Scientist

Political scientists think about how government works. They help community leaders make laws for their people.



Economist

An economist thinks about money and finance. They look at money and production in a community. They make claims about the economy to help people make financial choices.



How Can the Lenses of Social Studies Help Us Think About Inquiry?

You can use each lens of thinking to develop supporting questions to support your compelling question.

Compelling Question: Does the Bill of Rights protect everyone?

| Thinking Lenses | Supporting Questions |
|-------------------------------------|--|
| A historian may think ... | Why was the Bill of Rights created? |
| An economist may think ... | Does the Bill of Rights impact the economic advancement of individuals? |
| A geographer may think ... | Does the Bill of Rights impact decisions about the environment or where people live? |
| A political scientist may think ... | How does the Bill of Rights impact laws today? |
| A social scientist may think ... | How does the Bill of Rights impact different people? Do all people have the same rights? |

Article 1: What Is an Inquiry?

Word Count: 163

Vocabulary:

claim: a statement about what we believe

evidence: information gathered from sources to answer inquiry questions

inquiry: a way to investigate a problem or to ask for more information

High Impact Teaching Strategies: Collaborative Learning, Explicit Teaching, Setting Goals, Worked Examples

Lesson Plan:

1. Begin today's lesson by presenting the unit essential question and unit learning intentions and success criteria. Clarify any questions that students have about the content and learning objectives of the unit.
2. Then, review the weekly essential question, learning intentions, and success criteria.
3. Have students preview the text to identify the vocabulary words in this week's publication.
4. Allow students time to record the vocabulary terms and definitions for this week in their interactive notebooks.
5. Write the word "Inquiry" on the board. Discuss the meaning of this word, and ask students where they have heard it before.
6. Set a purpose for reading by telling students the following:
 - a. Today, we are going to read about inquiry and how it is part of our lives. As we read, think about ways that you use inquiry in math, science, social studies, and everyday life.
7. Read the article. Ask students:
 - a. What other examples of inquiry did you think of? **(Answers will vary.)**
 - b. When do we use inquiry in our lives? **(Answers will vary.)**
 - c. What are the three parts to an inquiry? **(asking questions, processing evidence, and completing tasks to help solve mysteries)**
8. We use inquiry in our daily lives and in every subject in school. Examples of an inquiry may include solving a problem through the scientific process, using a map to answer questions about migration patterns, and collecting data to determine environmental changes in your community.
9. Examples that would not be an inquiry include completing a worksheet to practice division, taking a spelling test, or creating flashcards to study vocabulary terms.
10. Have students work with a partner or in a small group to create a list of five examples of an inquiry they could complete and five examples of activities that would not be an inquiry.
11. Clarify any questions that students have about the content or activity.
12. Create a class anchor chart with student examples.

Article Assessment Questions:

1. What is the first part of an inquiry?
 - a. Investigate a problem.
 - b. Ask questions.**

- c. Find evidence.
 - d. Complete a task.
2. What do we use to help us find answers to our questions?
- a. **evidence**
 - b. inquiry
 - c. tasks
 - d. questions
3. How many parts does an inquiry have?
- a. one
 - b. two
 - c. **three**
 - d. four

Materials Needed:

Anchor chart paper

Online Related Media (Explore More): N/A

Extended Reading Articles: N/A

Article 2: Types of Questions

Word Count: 155

Vocabulary:

compelling: something that sparks interest and is exciting

supporting question: questions that look at a smaller part of a compelling question and help make the compelling question clearer

High Impact Teaching Strategies: Collaborative Learning, Metacognitive Strategies

Lesson Plan:

1. Begin the lesson by asking students:
 - a. Why is it important to ask questions during the inquiry process? **(Answers will vary.)**
2. Explain to students that there are two types of questions that help us through the inquiry process.
3. Read the article. As students read, have them underline the definitions for the terms “compelling questions” and “supporting questions.”
4. As a class, discuss the article. Ask students:
 - a. What is a compelling question? **(the big question that guides inquiry)**
 - b. What are supporting questions? **(questions that look at a smaller part of a compelling question and help make the compelling question clearer)**
 - c. What was the compelling question posed in the text? Why is this a compelling question? **(Answers will vary.)**
5. Give each student a copy of the graphic organizer Types of Questions. Students may work in groups, with a partner, or individually to complete the graphic organizer. Discuss student responses to the tasks.

Article Assessment Questions:

1. Which type of question guides an inquiry?
 - a. mystery
 - b. compelling**
 - c. supporting
 - d. action
2. Which type of question gives action to the compelling question?
 - a. mystery
 - b. compelling
 - c. supporting**
 - d. action
3. Which of the following is an example of a compelling question?
 - a. What is the job of a mayor?
 - b. What type of problems does a mayor deal with?
 - c. What are some examples of how past mayors have dealt with problems?
 - d. What makes a good mayor?**

Materials Needed:

Graphic organizer [Types of Questions](#)

Name: _____ Date: _____

Types of Questions

Asking questions is the first step in an inquiry. There are many types of questions you can ask throughout the inquiry process. **Compelling questions** guide our inquiry and help us determine the problem that needs to be solved. **Supporting questions** look at a smaller part of a compelling question and help make the compelling question clearer.

Read the example scenario below. For this scenario, determine a compelling question and three (3) supporting questions that would help you solve the problem.

Scenario: Your school is trying to determine whether or not students should wear uniforms to school.

Compelling Question: _____

Supporting Questions:

(1) _____

(2) _____

(3) _____

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Online Related Media (Explore More): N/A

Extended Reading Articles: N/A

Article 3: The Lenses of Social Studies (taught with “How Can the Lenses of Social Studies Help Us Think About Inquiry?”)

Word Count: 152

Vocabulary:

economist: someone who studies money and finance

geographer: someone who thinks about people and how they live and work in their environment

historian: someone who researches and studies the past

political scientist: someone who studies how the government works

social scientist: someone who studies the whole person: academic, social, emotional,

physical, and mental and analyzes the effects behaviors and emotions have on people or groups of people

High Impact Teaching Strategies: Collaborative Learning, Differentiated Teaching, Structuring Lessons

Lesson Plan:

1. Explain to students that it is important for them to think about compelling questions from a lot of different viewpoints, or "lenses."
2. Read the article. As students read the text, have them circle the different lenses. Explain to students that each one of these lenses is also connected to a profession/job that would create different sets of supporting questions to understand the compelling question (*Does the Bill of Rights protect everyone?*). They would create these questions based on the subjects they study.
3. Read the article "How Can the Lenses of Social Studies Help Us Think About Inquiry?"
4. Invite students to come up with a list of their own questions. Give each student several sticky notes. Have them write three to five questions. Invite students to share their questions with a partner. Ask students:
 - a. What do you wonder about?
 - b. What would you like to learn more about?
5. Choose one of the following questions and model the lenses as a whole class.
 - a. How would a historian think about this question? (**events that led to the Bill of Rights being added to the Constitution**)
 - b. How would a geographer think about this question? (**the Bill of Rights protects all citizens in the 50 states; how this might apply to territories, such as Puerto Rico or American Samoa**)
 - c. How would a political scientist think about this question? (**state and federal responsibilities for protecting individual rights**)
 - d. How would an economist think about this question? (**how the Bill of Rights impacts and protects free and competitive trade in the United States**)
 - e. How would a social scientist think about this question? (**how the Bill of Rights has changed the relationship between government leaders and citizens**)
6. Organize students into groups of five. Give each student in each group a different lens. Have each student share their question with their group and have the group help them think through the different lenses.

Article Assessment Questions:

1. Which type of researcher asks questions about money?
 - a. geographer
 - b. economist**
 - c. political scientist
 - d. social scientist
2. Which type of researcher asks questions about the purpose and function of government?
 - a. geographer
 - b. economist
 - c. political scientist**
 - d. social scientist
3. Which type of researcher studies the whole person?
 - a. geographer

- b. economist
- c. political scientist
- d. social scientist**

Materials Needed: N/A

Online Related Media (Explore More): N/A

Extended Reading Articles: N/A

Article 4: What Makes You Think That?

Word Count: 165

Vocabulary:

reflect: to think deeply about something

High Impact Teaching Strategy: Worked Examples

Lesson Plan:

1. Review the previous articles by asking students:
 - a. What is an inquiry? **(An inquiry is a way to investigate a problem or to ask for more information.)**
 - b. What are the three steps of the inquiry process? **(asking questions, processing evidence, and completing tasks to help solve mysteries)**
 - c. What types of questions do we ask during the inquiry process? **(compelling and supporting questions)**
2. Read the article.
3. Write the compelling question from this week's publication on the board: *Does the Bill of Rights protect everyone?*
4. Then, show students the image "Make a Claim," from related media. This is the same image that is in the student edition.
5. As a class, answer the questions from the infographic on a sheet of anchor chart paper. Keep this anchor chart to review and add additional information during the inquiry weeks.

Article Assessment Questions:

1. What is it called when you answer a compelling question?
 - a. answering the question
 - b. looking it up
 - c. making a claim**
 - d. reflecting on the answer
2. What should claims be supported with?
 - a. questions
 - b. answers
 - c. reflection
 - d. evidence**
3. What is it called when we think a lot about an idea and sometimes change our thinking?
 - a. research

- b. reflect**
- c. remember
- d. respond

Materials Needed:

Anchor chart paper

Online Related Media (Explore More):

Image: "Make a Claim"

Extended Reading Articles: N/A

Article 5: How Can the Lenses of Social Studies Help Us Think About Inquiry? (taught with "The Lenses of Social Studies")

Word Count: 108

Vocabulary: N/A

High Impact Teaching Strategies: Collaborative Learning, Differentiated Teaching, Structuring Lessons

Lesson Plan: N/A

Article Assessment Questions:

1. Who would ask questions about the impact of the American Revolution on the United States?
 - a. historian**
 - b. political scientist
 - c. economist
 - d. geographer
2. Who would study maps to understand the landscape of an area?
 - a. historian
 - b. political scientist
 - c. economist
 - d. geographer**
3. Which professional would ask the following question: How does the Bill of Rights impact laws today?
 - a. historian
 - b. political scientist**
 - c. economist
 - d. geographer

Materials Needed: N/A

Online Related Media (Explore More): N/A

Extended Reading Articles: N/A

Article 6: Finding a Problem to Solve**Word Count: 190****Vocabulary:** N/A**High Impact Teaching Strategy:** Differentiated Teaching**Lesson Plan:**

1. Give students the graphic organizer Your Turn For Inquiry.
2. Read the article.
3. Explain to students that they will use the questions in the article to fill out the graphic organizer.
4. Decide if you would like the students to focus their compelling question on a topic of their choosing or use the compelling question from this week's publication. Also, decide if students will work individually or with a partner.
5. Read the intro and the first section, "Ask a compelling question."
6. Give students time to come up with a compelling question.
7. Instruct students to use the questions in the article to complete the graphic organizer and work through their inquiry. Give students time to complete the graphic organizer.
8. Have a few students share their inquiry.

Article Assessment Questions:

1. How many steps are in the problem-solving process?
 - a. one
 - b. three
 - c. eight**
 - d. nine
2. What is the final step of the problem-solving process?
 - a. Think about the hardest parts of each solution. Write those down.
 - b. Ask yourself: "Who needs to be involved? Who has the power to change the problem?"
 - c. Think about what you are good at and what may be difficult for you. Which solution makes the most sense for YOU?
 - d. Once you have looked at different solutions, pick one and try out your inquiry.**
3. What is the purpose of the Third Amendment to the Constitution?
 - a. It protects freedom of speech.
 - b. It prevents soldiers from quartering in homes.**
 - c. It guarantees the right to a speedy trial.
 - d. It protects freedom of religion.

Materials Needed:Graphic organizer Your Turn For Inquiry

Name: _____ Date: _____

Your Turn For Inquiry

Now it is your turn to complete the inquiry process with your own compelling question, use the supporting questions in the article, 'The Inquiry Process' to help you with each step. Record your thinking and research in the spaces provided below.


1. Ask a compelling question.

2. Make a claim.

3. Search for answers / Experiment.

4. Interpret the information.

5. Present your conclusions.



Online Related Media (Explore More): N/A

Extended Reading Articles: N/A

Article 7: Diving Deeper: Thinking About Point of View
Word Count: 106

Vocabulary:

perspective: point of view used to help individuals research a situation and solve a problem

High Impact Teaching Strategy: Worked Examples

Lesson Plan:

1. Before reading, ask students:
 - a. What is point of view? **(Answers will vary.)**
 - b. What is perspective? **(Answers will vary.)**
 - c. Are point of view and perspective the same thing? **(Answers will vary.)**
2. Read the article. As students read, have them underline the definition of "perspective."
3. Review the article and address any questions that students have.
4. Give each student a copy of the graphic organizer Three Different Points of View. Read the directions and the story as a class.
5. Allow students to complete the graphic organizer individually, with a partner, or in small groups.
6. After students complete the graphic organizer, invite them to share their responses with the class.

Article Assessment Questions:

1. Your _____ can influence your point of view on a topic.
 - a. background
 - b. school
 - c. personal history**
 - d. library

2. _____ is/are when you make a claim about a problem or question based on your point of view.
- Perspective**
 - Planning
 - Polls
 - Patterns
3. It is important to think about other people's perspectives. Their insight might be different from yours, but it may help solve problems _____.
- independently
 - efficiently**
 - easily
 - difficultly

Materials Needed:

Graphic organizer Three Different Points of View

Name: _____ Date: _____

Three Different Points of View

Kayla loved playing on the swingset with her friends Taylor and Ramona. They played together almost every recess. One day, while playing on the swing, Kayla started to get a headache. She ran to ask the teacher if she could get a drink and go to the nurse. Ramona saw that Kayla was not feeling well and asked to accompany her to the nurse. Taylor had no idea where Kayla and Ramona had gone. She thought maybe Kayla and Ramona didn't want to play with her anymore. Taylor asked another friend to play instead. When Kayla got back, she was very upset. Why hadn't Taylor looked for her and Ramona? Ramona felt that Taylor did not do this on purpose and wanted to solve the problem between her friends.

Kayla's Point of View

Taylor's Point of View

Ramona's Point of View

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Online Related Media (Explore More): N/A

Extended Reading Articles: N/A

Additional Answer Keys:

Types of Questions graphic organizer

Answers will vary, based on student responses.

Your Turn For Inquiry graphic organizer

Answers will vary, based on student responses.

Three Different Points of View graphic organizer:

Answers will vary, based on student responses.

Name _____

Date _____

Our Nation Studies Weekly: American Foundations

Developing Questions and Planning Inquiries

Week 1 Assessment

1. What do we use to support answers to our questions?
 - a. evidence
 - b. inquiry
 - c. questions
 - d. tasks

2. Which type of question guides an inquiry?
 - a. mystery
 - b. compelling
 - c. supporting
 - d. action

3. Which type of question gives action to the compelling question?
 - a. mystery
 - b. compelling
 - c. supporting
 - d. action

4. Which type of researcher asks questions about the purpose and function of government?
- a. geographer
 - b. economist
 - c. political scientist
 - d. social scientist
5. Who would study maps to understand the landscape of an area?
- a. historian
 - b. political scientist
 - c. economist
 - d. geographer
6. What is the purpose of the Third Amendment to the Constitution?
- a. It protects freedom of speech.
 - b. It prevents soldiers from quartering in homes.
 - c. It guarantees the right to a speedy trial.
 - d. It protects freedom of religion.
7. Your _____ can influence your point of view on a topic.
- a. future
 - b. school
 - c. personal history
 - d. library

8. _____ is/are when you make a claim about a problem or question based on your point of view.
- a. Perspective
 - b. Planning
 - c. Polls
 - d. Patterns
9. What is inquiry?
10. What is the difference between a compelling question and a supporting question?