

4th Grade Inquiry Example

Compelling Question	In what ways can a community in a democracy respond when faced with injustice?	
Standards and Practices	<p>History: Perspectives HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.</p> <p>Causation and Argumentation HIST 4.3 Use evidence to develop a claim about the past.</p> <p>Economics: Decision-Making ECO 4.1 Compare the benefits and costs of individual choices.</p>	
Staging the Question	Brainstorm ways people in a democracy can respond to injustice.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
The German American Bund wanted to force their ideas on all citizens of German descent. Have you ever/what if you had a friend try to convince you to accept a set of ideas that you were not comfortable with? How did/would you respond?/How do you wish you had responded?	What options did the Southbury community and its leaders have & how did they make sure their response to the German American Bund was justified?	What factors influence whether or not people decide to stand up to injustice? Why do you think some citizens and students were against taking action to stop the training camp from being built?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Draw a comic strip or write a fictionalized short story illustrating one of the following: <ul style="list-style-type: none"> The story behind why you think the students at Lois’ school were making unfair comments about Jewish people in Chapter 2 What you might say/do if you were Lois and hear the students at school making unfair comments about Jewish people 	If you were to speak at the Town Meeting, what would you say to voice your opinion on the Zoning Regulations and/or the Town Resolution? Write & deliver a speech/public comment; Create a video recording of your speech	Create a four-column chart which describes: <ol style="list-style-type: none"> choices Southbury residents had in 1937 regarding the German American Bund’s plans for the land they purchased, the benefits and the costs of each possible choice possible motivations for selecting each choice
Featured Sources	Featured Sources	Featured Sources

<ul style="list-style-type: none"> ● Source A: <i>Lois's Story: A Young Girl's Inspiration to Stop Hate and Fear</i> by Ed Edelson ● Source B: Photographs of Lois Lindsay, Lindsay Family, Congregational Church, Southbury Town Hall, land German American Bund originally purchased ● Source C: Maps of: <ul style="list-style-type: none"> ○ Southbury, CT ○ CT ○ US Map w. locations of German American Bund group activity pinned 	<ul style="list-style-type: none"> ● Source A: Reverend Lindsay's sermon ● Source B: Zoning ● Source C: The resolution passed unanimously by the citizens of Southbury in back of <i>Lois's Story</i> book 	<ul style="list-style-type: none"> ● Source A: Excerpted video clip from documentary ● Source B: What is an upstander?
Summative Performance Task	Argument	What can we learn from the way the community of Southbury responded to the German American Bund in 1937 to help solve problems of injustice in the world around you today? Construct an argument using specific claims and evidence from our inquiry.
	Extension	There are hate-groups today in our country. Some even still make similar arguments as used in 1937 by the German American Bund. Why do you think such groups continue to exist today?
Taking Informed Action	<p>Understand: Students will generate an issue together in their community that is unfair and/or unjust.</p> <p>Assess: Students will examine ways in which they may collectively respond, and the benefits/costs of those choices.</p> <p>Act: Students will plan and implement an agreed-upon action to address the issue of unfairness they identified.</p>	