

The Power of Culturally Responsive Inquiry Based Social Science in Challenging Times

Essential Question: How do we take care of one another during challenging times?

Dimension 1: Develop Questions & Plan Inquiries

Standards

SS. 3-5.IS.2. Students generate supporting questions that require investigation to help answer essential questions.

Overview

Introduce the Essential Question in a way that helps ignite students' curiosity and build connections. Provide opportunities for students to develop their own questions and document their thinking, process, and knowledge about the Essential Question. Position students to be active Social Scientists (as investigators or problem-solvers) throughout the inquiry and in collaboration with their classmates.

Learning Targets

In these Dimension 1 lessons, students will...

- Identify their feelings and practice mindfulness.
- Formulate initial ideas, connections, and wonderings about the essential question.
- Collaborate with classmates to develop classroom agreements
- Identify examples of how people take care of each other in challenging times.
- Identify connections with classmates and characters in a story.

Dimension 1

Suggested Time:
30 min SS Block for ~6
days

Launch the inquiry process! [In this Lesson 1 slide deck \(SPANISH\)](#), you will find student-facing directions, questions, and any materials necessary to facilitate Dimension 1 of this inquiry. The speaker notes also include some suggested teacher talk and some additional guidance to support you.

Below is a brief outline of the learning that students will engage in during approximately 5 days of Lesson 1: Dimension 1.

[Day 1](#): Students will identify their feelings and write their initial ideas about the Essential Question.

[Day 2](#): Students will engage with the Essential Question by doing a gallery walk of sources that show many ways people take care of each other in challenging times.

[Day 3](#): Students will collaborate with their classmates to develop class discussion agreements.

[Day 4](#): Students will explore how refugees take care of each other to deepen empathy.

[Day 5](#): Students will practice the same, different, connect, engage protocol with a text.

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Students use the [Timeline of Learning \(English and Spanish included\)](#) to record new learning and reactions/reflections as they explore the EQ. *This can be done as a class!*

Dimension 2- Apply Disciplinary Tools & Concepts

Standards

3rd Grade

SS.3.G.3. Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.

SS.3.H.2. Explain how the diverse perspectives of people and events develop and shape communities and/or regions.

SS.3.CV.2. Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.

4th Grade

SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.

SS.4.H.1. Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.

SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.

5th grade

SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.

Overview

Students learn foundational content across multiple social science disciplines and build background knowledge on the essential question. In Dimension 2, students explore the topic of migration and immigration by learning about immigration history in the United States and the stories of immigrants. Then, students explore the different roles that people play in their communities to affect social change. Throughout these lessons, students are encouraged to make connections with the sources and their classmates, as well understand and value differences. We encourage teachers to guide students through each lesson in order so that students learn about the multiple perspectives of immigrants and migrants and see the value of all people contributing to their communities. As you go through the lessons, students will be developing content knowledge through primary source exploration and children's literature, while also deepening their understanding of the Essential Question.

Learning Targets

In these Dimension 2 lessons, students will...

- Explain different reasons why people move.
- Analyze how different migration experiences shape identity, community, and place.
- Analyze primary and secondary sources to identify multiple perspectives.
- Identify characteristics of different roles that people take on when working for social change.
- Explain how people have worked together to make a more equitable society.

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SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.

Dimension 2

Suggested Time:
30 min SS Block
See each slide deck for
the suggested number
of days.

Build your understanding! In each deck, you will find student-facing directions, questions, and any materials necessary to facilitate Dimension 2 and 3 of this inquiry. The speaker notes also include some suggested teacher talk and some additional guidance to support you. Student handouts that are mentioned in the slide decks are linked in the speaker notes. Make sure to review the notes on the first slide of the speaker notes for a list of all of the student-facing materials you may need. Most of the texts in the lessons are from the 3rd, 4th, or 5th grade Skyline ELA curriculum. If you are not using Skyline ELA, there are links to read-alouds in the deck. We encourage reading aloud with a physical copy of the book when possible.

Below is a brief outline of the learning that students will engage in during the Dimension 2 lessons. The slide decks are linked to the title of the lessons.

Lessons 2-5

In Lessons 2-5, students explore the lesson supporting question: What are some reasons people migrate, and how do these experiences shape their stories or communities?

Lesson 2 (SPANISH): Ellis Island & Angel Island - Students will explore reasons why people move and the United States government's response to different groups of people immigrating. Students learn about the similarities and differences between immigrants entering the United States through Ellis Island and Angel Island. Students will make connections between the stories of young immigrants and their own lives.

Lesson 3: (SPANISH) Great Migration - Students will learn about the reasons why African Americans moved from the South to the North, the challenges they faced, and the role that the Bronzeville community played in supporting migrants.

Lesson 4 (SPANISH): Latine Stories - Students will learn about the challenges and experiences of Latine migrants and how symbols help to strengthen a community to face their challenges with hope and empathy.

Lesson 5 (SPANISH): Wrap Up - Students will express their understanding of community, migration, and belonging by creating a classroom quilt after reading *The Arabic Quilt* by Aya Khalil.

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Lesson 6

In Lesson 6, students explore the lesson supporting question: How do the different roles in a community help people take care of one another and make the community stronger?

Lesson 6 (SPANISH): Solidarity - Students will learn about the different roles that community members take on when working for social change. They will identify roles that they think they are good at and interested in. Students will explore the application of these roles to different scenarios.

Dimension 3- Evaluate Sources & Use Evidence

Standards

SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.

Overview

At the end of each lesson in Dimension 2, students go back and draw on evidence from the primary and secondary sources in Dimension 2 and their lives to develop a claim to address the Lesson Supporting Questions.

Learning Targets

In Dimension 3, students will...

- Reflect on their learning about the lesson supporting questions.
- Develop a claim to answer the lesson supporting questions.
- Support their claim with evidence from primary and secondary sources.

Dimension 3

Embedded in Dimension 2 Lessons

Investigate and interrogate sources! Dimension 3 is embedded in the Dimension 2 slide decks. The teacher models and the students practice the skill of developing a claim and supporting it with evidence and reasoning in Lesson 2. Students then practice throughout the remainder of the lessons. You can find Dimension 3 in the "What do you think?" slides at the end of each lesson. All "What do you think?" assignments can be used as a formative assessment of students' understanding of the lesson questions. There are two different types of difficulty levels, so pick what is most appropriate for your students.

Dimension 4- Communicate Conclusions & Take Informed Action

Standards

SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources..

Overview

Students engage in discussions about migration, and examine the roles that individuals play in strengthening communities. Through interactive activities, they differentiate between wants and needs, analyze how communities meet those needs, and identify key roles in fostering social change. The unit concludes with personal reflections and a celebration of

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learning, reinforcing the importance of collective care and responsibility.

Learning Targets

In Dimension 4, students will...

- Reflect on their learning about the unit essential question to draw conclusions.
- Identify the differences between wants and needs and analyze how communities work to meet these needs for all members.
- Create a visual representation of what a community that meets everyone's needs looks like that includes key roles.

Dimension 4:
Communicate
Conclusions &
Take Informed
Action

Suggested Time:
30 min SS Block for ~6
Days

Communicate and act on your findings! In the [Lesson 7: Dimension 4 slide deck \(SPANISH\)](#), students engage in a summative assessment where they respond to the Unit Essential Question. After sharing their responses to the Essential Question, students will apply what they have learned in the unit to imagine and design a community that addresses everyone's wants and needs and takes care of people during challenging times.

