

## Inquiry Design Model (IDM) Blueprint™

<b>Compelling Question</b>	How might the context in which knowledge is presented influence whether it is accepted or rejected?
<b>Standards and Practices</b>	<p><b>AH.C&amp;G.1:</b> Evaluate the relationship between people and government in terms of freedom, equality, and power</p> <ul style="list-style-type: none"> <li>● <b>Objective AH.C&amp;G.1.2:</b> Critique the extent to which various levels of government used power to expand or restrict the freedom/equality of the American people</li> <li>● <b>Objective AH.C&amp;G.1.3:</b> explain how various individuals/groups strategized, organized, advocated, and protested to expand or restrict freedom and equality</li> </ul> <p><b>Objective AH.C&amp;G.1.4:</b> Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America.</p> <p><b>AH.H.1:</b> Understand the reasons for American involvement in conflicts and the domestic and foreign impacts</p> <p><b>Objective:</b> Explain the causes and effects of various domestic conflicts in terms of race, gender, and political, economic, and social factors.</p> <p>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.</p> <ul style="list-style-type: none"> <li>● I.1.1 Compelling Questions</li> <li>● I.1.2 Supporting Questions</li> <li>● I.1.3 Gathering and Evaluating Sources</li> <li>● I.1.4 Developing Claims and Using Evidence</li> <li>● I.1.5 Communicating Ideas</li> <li>● I.1.6 Taking Informed Action</li> </ul>
<b>Staging the Question</b>	<p>Using prior knowledge of the impact of Reconstruction, students will complete a short survey on the “Power of Laws” from <i>Facing History and Ourselves</i>. The questions ask students to grapple with the relationship between individuals and laws. There will follow a short discussion on the rights and responsibilities of individuals in a society, as well as a link to the compelling question: <i>For those that agreed/strongly agreed with a statement, explain your thinking and why you accepted this as truth. For those that disagreed/strongly disagreed with a statement – explain your thinking and why you rejected the statement.</i></p> <p>Journal Entry: Engaging with the historical concept of “Perspective” and the ‘Genesis of Nations” – Timothy Snyder: <a href="#">Watch 00:00 - 6:39</a></p> <ul style="list-style-type: none"> <li>o 10-15 bullets of narrative based off of Snyder</li> <li>o LHS Topics to Consider: Social/National Formation, National Education, Forms of the Story</li> </ul>

- o 1 Analysis - Analyze a topic above using the Concept of Perspective. Use terms from the IB Definition (sentences below) to help you explain/link:

**Perspectives:** IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple past perspectives, compare them, and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians' interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way, there are particularly strong links between exploring multiple perspectives and the concept of international-mindedness.

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p><b>Concepts:</b> relationships, democracy, citizenship</p> <p><i>What were the social, political, and economic conditions in the United States, particularly in the South, during the late 19th century</i></p> <p><i>How did the expansion of democracy after the Civil War affect American society?</i></p> <p>By understanding the broader context, students can start to see how the presentation of knowledge (e.g., historical narratives, political discourse) during this time influenced public perception and acceptance of racial hierarchies and social norms.</p>	<p><b>Concepts:</b> Knowledge, power, humanity, perspective</p> <p><i>What were the key events and motivations behind the Wilmington Coup of 1898?</i></p> <p><i>What is the role of journalism in the democratic process?</i></p> <p>investigating these events allows students to see how the portrayal and framing of the coup in contemporary sources (newspapers, speeches) impacted its acceptance by different groups. They begin to analyze how the presentation of the events influenced public perception and reactions.</p>	<p><b>Concepts:</b> Consequence, Perspective, Memory, Relationships, Representation</p> <p><i>How did the Wilmington Coup of 1898 influence subsequent race relations and politics in North Carolina and the United States?</i></p> <p><i>How are history and memory embedded in place?</i></p> <p>Concepts:</p> <p>By examining the long-term impact, students can see the ripple effects of how knowledge and narratives about the coup were accepted or rejected over time. They can analyze how historical memory and interpretations were shaped by how the events were presented and understood by different generations.</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>students read newspaper articles from the late 19<sup>th</sup> -early 20<sup>th</sup> century to gain an understanding of context, antecedent events, and multiple perspectives. Students</p>	<p>Warm Up: Vox Video</p>	<p><b>Reflexive Journal Warm-Up (From George Orwell's 1984) Respond to the following prompt. Your response should engage with at least two of the</b></p>

will interact with the texts using the [Primary Source Analysis tool from the Library of Congress –“Observe, Question, Reflect”](#). Teachers will provide a selection of guiding questions that could assist students in their engagement and comprehension.

Students will then watch the PBS clip, “Prelude to a Riot”. This video highlights Wilmington, North Carolina, in the years leading up to the election of 1898.

**Closing Activity:** Using the [Harvard Project Zero thinking protocol, “I used to think, now I think”](#) - students will draw a map depicting their journey in thinking about the topic and period. Students will be encouraged to engage with the evidence from the sources and listed concepts in their completion.

students read newspaper articles from the August-December 1898 to gain an understanding of context, antecedent events, and multiple perspectives. Students will interact with the texts using the [Primary Source Analysis tool from the Library of Congress –“Observe, Question, Reflect”](#). Teachers will provide a selection of guiding questions that could assist students in their engagement and comprehension. These questions will allow students to link their source analysis to various contexts. See bottom for example questions.

**Closing Activity:** In small groups, students will discuss and complete a “[matrix activity](#)” allowing them to judge two issues simultaneously. These are the two supporting questions.

#### **Cultural Context**

- o What cultural values and beliefs are evident in the articles?
- o How do these values and beliefs shape the way information is presented and interpreted?
- o Are there cultural symbols or references that resonate with the readers of that time?

#### **Social Context**

- o What social hierarchies or power structures are apparent in the articles?
- o How do social class, race, and status influence the perspectives and information presented?
- o How do different social groups (e.g., elites vs. working class) respond to the events and information?

#### **Political Context**

- o What political ideologies and affiliations are represented in the newspapers?
- o How do these political leanings affect the framing of events and the presentation of knowledge?

**listed concepts.** *The Party told you to reject the evidence of your eyes and ears. It was their final, most essential command... And if all others accepted the lie which the Party imposed—if all records told the same tale—then the lie passed into history and became truth. 'Who controls the past' ran the Party slogan, 'controls the future: who controls the present controls the past*

**Jigsaw** Students create a comparative analysis chart that examines different representations of the coup in textbooks, books, and articles. They then write a brief reflection on how these representations influence public perception.

**Exit Ticket:** Using the same Orwell quote, students will revise their responses. Responses should engage with at least two of the listed concepts and include evidence from a variety of sources used in today’s lesson.

	<ul style="list-style-type: none"> <li>o Are there any political motivations or agendas evident in the articles?</li> </ul> <p><b><u>Economic Context</u></b></p> <ul style="list-style-type: none"> <li>o What economic conditions or concerns are highlighted in the newspapers?</li> <li>o How do economic interests influence the acceptance or rejection of certain information?</li> <li>o Are there references to economic policies or events that shape public opinion?</li> </ul> <p><b><u>Psychological Context</u></b></p> <ul style="list-style-type: none"> <li>o What emotional language or imagery is used to influence the readers?</li> <li>o How do personal biases and psychological factors of the authors and readers affect the interpretation of information?</li> <li>o Are there attempts to manipulate emotions (e.g., fear, anger) to sway public opinion?</li> </ul>	
Featured Sources	Featured Sources	Featured Sources
<p>Teachers can choose a list of relevant sources:</p> <p><a href="#">“We Have Taken a City: A Centennial Essay”</a> by Leon Prather (pdf pages 1-4)</p> <p><a href="#">“Prelude to a Riot”</a> (PBS) (Video)</p> <p><a href="#">June 26, 1897 – The Gazette</a> (pg. 2)- “The Prosperous and Busy “City by the Sea””</p> <p><a href="#">Feb. 27, 1897 – The Gazette</a> (pg. 1) Commentary on Wilmington, economic aspirations</p> <p><a href="#">Feb 27, 1897 – The Gazette</a> (pg. 2): Discussion regarding the politics of the Republican Party</p>	<p>Teachers can choose a list of relevant sources:</p> <ul style="list-style-type: none"> <li>o <a href="#">Rebecca Felton's speech from 1897 and reprinted in 1898</a></li> <li>o <a href="#">Alex Manly’s response to Rebecca Latimer Felton</a></li> <li>o Alex Manly’s editorial regarding <a href="#">“What is there to fear”</a> (10/20/98)</li> </ul> <p>Reactions to Manly’s Editorial</p> <ul style="list-style-type: none"> <li>● <a href="#">Wilmington Messenger</a>, 8/25/98</li> <li>● <a href="#">News and Observer</a> 8/24/98</li> <li>● <a href="#">The Morning Star</a> 8/25/98</li> </ul> <p>Build Up of Tension/Propaganda</p> <ul style="list-style-type: none"> <li>o <a href="#">“A White Man’s Day” - Fayetteville Observer</a> 10/22/98</li> </ul>	<p>Teachers can choose a list of relevant sources:</p> <p><a href="#">A.M. Waddell’s The Story of the Wilmington, N.C. Race Riots</a> <i>News and Observer</i> 11/27/98</p> <p><a href="#">J. Allen Kirk’s A Statement of Facts Concerning the Bloody Riot in Wilmington, N. C. Of Interest to Every Citizen of the United States</a></p> <p><a href="#">Selection from Scranton Tribune</a></p> <p><a href="#">Selections from The Persecution of the Lowly, Story of the Wilmington Massacre</a></p> <p><a href="#">Selections from Textbooks across time and place</a></p>

	<ul style="list-style-type: none"> <li>o <a href="#">The Wilmington Messenger</a> 10/25/98</li> <li>o <a href="#">Political Cartoons by Norman Jennett</a> and published in News and Observer</li> <li>o <a href="#">“White Declaration of Independence,” News and Observer, Nov. 10, 1898.</a></li> <li>o <a href="#">News and Observer Nov. 8, 1898</a> (articles on the front page speak to misinformation campaign)</li> </ul> <p>Aftermath</p> <ul style="list-style-type: none"> <li>o <a href="#">“A Day of Blood” News and Observer 11/11/98</a> <ul style="list-style-type: none"> <li>o <a href="#">11/12/98</a></li> <li>o <a href="#">11/13/98</a></li> </ul> </li> <li>o <a href="#">“Race Riots in the South” New York Tribune 11/11/98</a></li> </ul> <p>Other Sources</p> <p><a href="#">Vox Video: When White Supremacists Overthrew a Government</a></p> <p><a href="#">The interactive/story map</a> of the events on November 10, 1898, in Wilmington</p>	<p><a href="#">Clint Smith, “Why Confederate Lies Live On”</a></p> <p><a href="#">Timothy Tyson’s “Ghosts of 1898”</a></p>
--	---	--

<p>Summative Performance Task<sup>1</sup></p>	<p><b>Argument</b></p>	<p><b>Compelling Question:</b> "How might the context in which knowledge is presented influence whether it is accepted or rejected?"</p> <p><b>IB Historical Concept:</b> Perspective</p> <p><b>Objective:</b> Create an exhibition that addresses the compelling question through the selection of historical objects. Your selection and commentary should demonstrate your understanding of key terms and concepts from the unit and apply them to the Wilmington Massacre and Coup of 1898.</p> <p><b>Structure:</b>  <b>Object Selection:</b> Choose three objects from the following categories:</p> <ul style="list-style-type: none"> <li>❖ Political Cartoon</li> </ul>
---	------------------------	--

<sup>1</sup> ChatGPT. "IBDP and TOK Exhibit Task for American History Class." OpenAI, August 1, 2024.  
<https://chatgpt.com/share/b7fc2995-3ec1-43c0-99ce-25c40bfa193a>

- ❖ Text Source from a Newspaper
- ❖ Textbook
- ❖ Site of Memory
- ❖ Each object should come from the unit and be varied.

**Written Commentary:** For each object, provide a written commentary that includes:

- Description: Briefly describe the object and its origin.
- Context: Explain the historical context in which the object was created or presented.
- Perspective: Analyze how the context influenced the perspective presented by the object.
- Acceptance or Rejection: Discuss how the context may have influenced whether the knowledge presented by the object was accepted or rejected by contemporaries.

**Final Product:** Your exhibition should be presented in a clear and organized manner, with each object and its commentary displayed prominently. You may use posters, digital slides, or any other format approved by your teacher.

**Example Outline:**

**Claim:** Present your main idea or argument. For example: "The social and political context of 1898 significantly influenced the acceptance or rejection of knowledge about the Wilmington Racial Massacre and Coup."

**Object 1: Political Cartoon**

- **Description:** Describe the political cartoon and its origin.
- **Context:** Explain the social and political environment in which it was created.
- **Perspective:** Analyze the perspective of the cartoonist and how it reflects the context.
- **Acceptance or Rejection:** Discuss how contemporary audiences might have accepted or rejected the message of the cartoon based on its context.

**Object 2: Newspaper Article**

- **Description:** Provide details about the newspaper article, including its publication date and source.
- **Context:** Describe the political climate and media landscape at the time.
- **Perspective:** Examine the perspective of the newspaper and its possible biases.
- **Acceptance or Rejection:** Consider how the context influenced public acceptance or rejection of the information presented in the article.

**Object 3: Textbook**

- **Description:** Summarize the textbook passage and its publication context.
- **Context:** Discuss the educational and social context during the time the textbook was published.
- **Perspective:** Analyze the perspective and possible biases of the textbook authors.

		<ul style="list-style-type: none"> <li>● <b>Acceptance or Rejection:</b> Reflect on how students and educators of the time might have accepted or rejected the textbook's portrayal of the events.</li> </ul> <p><u>Object 4: Site of Memory</u></p> <ul style="list-style-type: none"> <li>● <b>Description:</b> Identify a relevant site of memory (e.g., monument, plaque, museum exhibit).</li> <li>● <b>Context:</b> Explain the historical significance and context of the site.</li> <li>● <b>Perspective:</b> Analyze the perspective presented by the site of memory and how it reflects historical narratives.</li> <li>● <b>Acceptance or Rejection:</b> Discuss how visitors or the community might accept or reject the knowledge presented by the site based on its context.</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>● <b>Understanding of Context:</b> Demonstrates thorough understanding of the historical context of each object.</li> <li>● <b>Application of Perspective:</b> Effectively analyzes the perspective presented by each object.</li> <li>● <b>Evidence and Argumentation:</b> Uses evidence from research and class materials to support the main claim.</li> <li>● <b>Clarity and Organization:</b> Presents information in a clear, organized, and visually appealing manner.</li> </ul> <p>Rubric Below (pg. 8-9)<sup>2</sup></p>
	<p><b>Extension</b></p>	<p><a href="#"><i>How to imagine a better future for democracy</i></a> TED Talk</p>
<p>Taking Informed Action</p>	<p><i>Can our study of Wilmington and its consequences contribute to the IBO's mission of creating a more peaceful, just, and inclusive world through education? Reflect on the importance of understanding historical injustices, like racial/political violence, in preventing their recurrence and promoting reconciliation and harmony in today's global society.</i></p>	

<sup>2</sup> ChatGPT. "IBDP and TOK Exhibit Task for American History Class." OpenAI, August 1, 2024. <https://chatgpt.com/share/b7fc2995-3ec1-43c0-99ce-25c40bfa193a>

Criteria	4 – Excellent	3 – Proficient	2 – Satisfactory	1 – Needs Improvement
<b>Understanding of Context</b>	Demonstrates an insightful and thorough understanding of the historical context for each object. Explains how the context shaped the presentation and reception of knowledge in a detailed and nuanced manner.	Shows a solid understanding of the historical context for each object. Explains how the context shaped the presentation and reception of knowledge in a clear and accurate manner.	Demonstrates a basic understanding of the historical context for each object. Provides some explanation of how the context shaped the presentation and reception of knowledge.	Shows a limited understanding of the historical context for each object. Provides minimal explanation of how the context shaped the presentation and reception of knowledge.
<b>Application of Perspective</b>	Provides a sophisticated analysis of perspectives, showing a deep awareness of how context influenced the viewpoints presented by each object.	Provides a clear and accurate analysis of perspectives, showing an awareness of how context influenced the viewpoints presented by each object.	Provides a basic analysis of perspectives, showing some awareness of how context influenced the viewpoints presented by each object.	Provides a limited analysis of perspectives, showing little awareness of how context influenced the viewpoints presented by each object.

<b>Evidence and Argumentation</b>	Uses a wide range of well-chosen evidence from research and class materials to support the main claim convincingly. Arguments are logical, coherent, and compelling.	Uses a range of appropriate evidence from research and class materials to support the main claim. Arguments are logical and well-organized.	Uses some evidence from research and class materials to support the main claim. Arguments are generally logical but may lack depth.	Uses minimal evidence from research and class materials to support the main claim. Arguments may be illogical or poorly organized.
<b>Clarity and Organization</b>	Presents information in a highly clear, organized, and visually appealing manner. The exhibit is easy to navigate, with each object and commentary displayed prominently and effectively.	Presents information in a clear and organized manner. The exhibit is easy to navigate, with each object and commentary displayed effectively.	Presents information in a somewhat clear and organized manner. The exhibit is navigable, but the presentation may lack visual appeal or effectiveness.	Presents information in an unclear or disorganized manner. The exhibit is difficult to navigate, and the presentation lacks visual appeal or effectiveness.