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**EDG563 Week 3**  
**Fall 2020**

## **Inquiry Design Model Outline for the unit of Instruction**

1. Grade Level: Kindergarten, First Grade
2. Unit ( Inquiry) Title and Topic (Identity) Similarities and Differences Unique Characteristics
3. Compelling question that frames the unit of study Is everyone Unique?

Inquiry begins with a question. At the heart of social studies is the drive to understand how the social world operates; in short, why do people do the things they do? That seemingly simple question and others that emanate from it offer an opportunity for students and their teachers to explore and examine the many ways people have lived their lives both past and present.

4. Staging the compelling question and supporting questions (at least three) How will you engage the students? I would engage the students by doing a small cooking lesson that incorporates the food at their home, another way is by having them draw a self portrait of themselves and celebrate what they see, lastly bring in books that celebrate each individuals similarities and differences.

5. List the sources that provide opportunities to generate curiosity, build knowledge, and construct arguments List the resources you will use to conduct the inquiry unit. Please reference text, websites, documents that you have chosen for your inquiry unit. For the inquiry unit I would use the website [c3teachers.org](http://c3teachers.org) and the pinterest activity “Around the world in 12 dishes” The inquiry unit I would use is Identity which supports the question am I unique?, I would use sources such as an image bank where the students are involved in different activities and roles as well as having them respond to sentence starters after drawing their self portrait. Another would be having a KWL chart where we can as a class write down what we know, what we want to know, and what we learned, in this manner curiosity and knowledge is explored. To construct argument, I would have a group activity where students get to relate to each other and pinpoint how they are unique and same no matter what background. This could be done through a hands on activity where they stand up and go to the label that describes them, which might have to be done through several turns because one label might not describe them fully.

## 6. Evaluation and Assessment

How will you evaluate your students?

List the key content formative performance tasks and the summative task.

I would evaluate the students through formal and informal assessment. The performance task would be the tasks they performed such as drawing a portrait and the summative task would be having them speak about the portfolios they completed, or talking about what they conclude is their identity which serves as informal assessment. The formal assessment would be a quick quiz to assess their knowledge of what identity is, which serves as a performance task. For a summative assessment I would quiz the students in having them select and circle the differences and similarities they see in class.