

# 1st Grade The President Inquiry

Is the President the Most Important Person in Government?		
<b>Staging the Question: Brainstorm problems in the school or neighborhood that students would like to see fixed.</b>		
Social Studies Practices	☛ Gathering, Using, and Interpreting Evidence ☛ Civic Participation ☛ Comparison and Contextualization ☛ Economics and Economic Systems	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What does the president do?	What do other leaders do?	Can the president solve every problem?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a poster illustrating the main jobs of the president in writing and drawing.	Complete a graphic organizer listing local and state leadership positions with examples of duties.	Write a claim that answers the question with evidence from the sources.
<i>Integration of Inquiry Process and Skills</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<b>Connect:</b> Connects ideas to own interests about what the President does and what problems are in their schools, neighborhoods, and communities. <b>Graphic Organizer:</b> <a href="#">Connect#2</a>	<b>Connect:</b> Shares what is known about the general topic to elicit and make connections to prior knowledge about what other leaders do. <b>Graphic Organizer:</b> <a href="#">Connect#4</a>	<b>Connect:</b> Shares what is known about the general topic to elicit and make connections to prior knowledge about whether or not the president can solve every problem. <b>Graphic Organizer:</b> <a href="#">Connect#4</a>
<b>Wonder:</b> Formulates questions related to listening activities about what the president does.	<b>Wonder:</b> Formulates questions related to listening activities about what other leaders do at the levels of local and state government.	<b>Wonder:</b> Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about whether or not the President can solve every problem.
<b>Investigate:</b> Uses materials provided to find answers to questions posed about what the president does while reading articles describing the three branches of government and highlighting the roles and duties of the president.	<b>Investigate:</b> Distinguishes between fact and opinion about what other leaders do while reading an article about different levels of authority. <b>Graphic Organizer:</b> <a href="#">Investigate#6</a>	<b>Investigate:</b> Finds facts and briefly summarizes them to answer the research question of whether or not the President can solve every problem while watching videos of leaders discussing their actions in the aftermath of Hurricane Sandy and examining a government website. <b>Graphic Organizer:</b> <a href="#">Investigate#7</a> <b>C3 Resources</b>
<b>Construct:</b> Creates a poster illustrating the main jobs of the president in writing and drawing.	<b>Construct:</b> Completes a graphic organizer listing local and state leadership positions with examples of duties.	<b>Construct:</b> Draws a conclusion about the main idea with guidance. <b>Graphic Organizer:</b> <a href="#">Construct#2</a>
<b>Express:</b>	<b>Express:</b>	<b>Express:</b> Writes a claim that answers the question with evidence from the sources.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvements. <b>Graphic Organizer:</b> <a href="#">Reflect#3</a>
<b>Summative Performance Task: Argument:</b> Is the president the most important person in government? Construct an argument that addresses the compelling question using specific claims and evidence from sources. <i>Extension:</i> Write letters to parents that explain how students used to think about the role of president and how they think about it now.		