

## 2nd Grade Civic Ideals and Practices Inquiry

Do We <i>Have</i> to Have Rules?		
Staging the Question: Brainstorm what a rule is and why it is considered important to follow rules.		
Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Civic Participation ● Chronological Reasoning and Causation ● Comparison and Contextualization	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What are my values and how do I show them?	Can we make classroom rules that reflect our values?	What would happen if we did not have rules?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List examples of values and explain how we show our values.	Categorize values and establish a set of classroom rules.	Create a two-sided argument chart with reasons for and against having rules.
<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 rules they like and dislike and the value rules have. <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 classroom rules and personal values. <b>Graphic Organizer:</b> <a href="#">Connect#4</a>	<b>Connect:</b> Recognizes that questions can be answered by finding information about what would happen if we did not have rules. <b>Graphic Organizer:</b> <a href="#">Connect#6</a>
<b>Wonder:</b> Formulates questions related to listening activities about what values are and how they are shown.	<b>Wonder:</b> Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about the creation of classroom rules that reflect their values.	<b>Wonder:</b> Asks “I wonder” questions about the implications of life with no rules. <b>Graphic Organizer:</b> <a href="#">Wonder#3</a>
<b>Investigate:</b> Distinguishes between fact and opinion about what values are and how they are shown while taking a What Are My Values quiz and examining excerpts from the help wanted sections of a 1915 newspaper and a contemporary newspaper. <b>Graphic Organizer:</b> <a href="#">Investigate#6</a>	<b>Investigate:</b> Finds facts and briefly summarizes them to answer research questions about how classroom rules that reflect their values can be made while examining an image of the Great Seal of the United States and an excerpt from DASA. <b>Graphic Organizer:</b> <a href="#">Investigate#7</a>	<b>Investigate:</b> Writes, draws, or verbalizes the main idea and supporting details while reading an article describing a school where recess is not governed by a set of traditional rules. <b>Graphic Organizer:</b> <a href="#">Investigate#18</a> <b>C3 Resources</b>
<b>Construct:</b> Lists examples of values and explains how we show our values.	<b>Construct:</b> Demonstrates simple organizational skills such as sorting and categorizing while discussing rules and values. <b>Graphic Organizer:</b> <a href="#">Construct#1</a>	<b>Construct:</b> Compares new ideas with what was known at the beginning of the inquiry. <b>Graphic Organizer:</b> <a href="#">Construct#4</a>
<b>Express:</b>	<b>Express:</b> Categorizes values and establishes a set of classroom rules.	<b>Express:</b> Creates a two-sided argument chart with reasons for and against having rules.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#4</a>
<b>Summative Performance Task: Argument:</b> Do we <i>have</i> to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary. <b>Extension:</b> Express these arguments in a letter that responds to a kindergartner who asks the compelling question.		