

2nd Grade Economic Interdependence Inquiry

| What Makes Me Become We? | | |
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| Staging the Question: Discuss the meaning of the phrase “two heads are better than one.” | | |
| Social Studies Practices | ☑ Gathering, Using, and Interpreting Evidence ☑ Civic Participation ☑ Chronological Reasoning and Causation | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| How do people meet their needs and wants? | What challenges do people face in meeting their needs and wants? | How can people work together to overcome the challenges of meeting their needs and wants? |
| Formative Performance Task | Formative Performance Task | Formative Performance Task |
| Bra instorm categories of workers, businesses, and organizations that meet communities’ needs and wants and why they are important. | Complete a three-part T-chart describing the challenges communities may experience due to scarcity. | Write a claim to answer the supporting question and use examples to support it. |
| Integration of Inquiry Process and Skills | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Connects ideas to own interests about the meaning of the phrase “two heads are better than one.” Graphic Organizer: Connect#2 | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about what challenges people face in meeting their needs and wants. Graphic Organizer: Connect#4 | Connect: Recognizes that questions can be answered by finding information about how people can work together to overcome the challenges of meeting needs and wants. Graphic Organizer: Connect#6 |
| Wonder: Formulates questions related to listening activities about how people meet their needs and wants. | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about what difficulties people can face in situations in scarcity. | Wonder: Asks “I wonder” questions about how people can rise above economic and geographic challenges. Graphic Organizer: Wonder#3 |
| Investigate: Uses simple note-taking strategies as demonstrated by the librarian/teacher about categories of workers, businesses, and organizations that meet communities’ needs and wants while reading articles about how farmers provide food, the work of a community-based group, and how oranges are produced and distributed. | Investigate: Finds facts and briefly summarizes them to answer research questions while reading about challenges faced by poorer residents of a community and challenges caused by weather conditions. Graphic Organizer: Investigate#7 | Investigate: Writes, draws, or verbalizes the main idea and supporting details about how people can work together to overcome the challenges of meeting needs and wants while reading about playgrounds built from recycled materials and urban farms and while examining a website featuring one girl’s efforts to make a difference. Graphic Organizer: Investigate#18 C3 Resources |
| Construct: Bra instorms categories of workers, businesses, and organizations that meet communities’ needs and wants and why they are important. | Construct: Completes a three-part T-chart describing the challenges communities may experience due to scarcity. | Construct: Compares new ideas with what was known at the beginning of the inquiry. Graphic Organizer: Construct#4 |
| Express: | Express: | Express: Writes a claim to answer the supporting question and uses examples to support it. |
| Reflect: | Reflect: | Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#4 |
| Summative Performance Task: Argument: What makes me become we? Write an argument that addresses the compelling question using specific claims and evidence from sources that discuss the relationship between individuals and groups of people. Extension: Create a collage that shows people working together to solve a problem. | | |