

5th Grade Puerto Rico Inquiry

Should Puerto Rico Be a State?			
Staging the Question: Discuss the 2012 vote on Puerto Rico’s statehood.			
Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Comparison and Contextualization ● Geographic Reasoning		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Puerto Rico become a United States territory?	What efforts has Puerto Rico made to obtain statehood or independence?	What are the arguments in favor of Puerto Rico’s statehood or independence?	What are the arguments against Puerto Rico’s statehood or independence?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a paragraph describing how Puerto Rico became a United States territory.	Make an annotated timeline of events in Puerto Rican history related to efforts to obtain statehood and consider the next steps in the process.	Debate the issue of statehood/independence for Puerto Rico using arguments in favor of and against Puerto Rico’s statehood.	
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: States what is known about Puerto Rico and makes connections to previous knowledge to discuss the 2012 vote on Puerto Rico’s statehood. Graphic Organizer: Connect#11	Connect: States what is known about the 2012 vote on Puerto Rico’s statehood and makes connections to previous knowledge about the efforts Puerto Rico has made to obtain statehood or independence. Graphic Organizer: Connect#11	Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry about the arguments in favor of Puerto Rico’s statehood or independence. Graphic Organizer: Connect#11	Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry about the arguments against Puerto Rico’s statehood or independence. Graphic Organizer: Connect#11
Wonder: Predicts answers to inquiry questions about how Puerto Rico became a United States territory based on background knowledge and beginning observation. Graphic Organizer: Wonder#7	Wonder: Predicts answers to inquiry questions about the efforts Puerto Rico has made to obtain statehood or independence based on background knowledge and beginning observation. Graphic Organizer: Wonder#7	Wonder: Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about the arguments in favor of Puerto Rico’s statehood or independence. Graphic Organizer: Wonder#8	Wonder: Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry about the arguments against Puerto Rico’s statehood or independence. Graphic Organizer: Wonder#8
Investigate: Uses various notetaking strategies to take notes about how Puerto Rico became a United States territory while examining an excerpt from the 1898 Treaty of Paris and political maps of the region in 1878 and 1898.	Investigate: Finds facts and briefly summarizes them to answer the research question about the efforts Puerto Rico has made to obtain statehood or independence by examining the results of four recent referendums on statehood. Graphic Organizer: Investigate#7	Investigate: Paraphrases and summarizes information that answers the research question about the arguments in favor of Puerto Rico’s statehood or independence while reading an article from <i>Pacific Standard</i> magazine and a statement from the United States Council for Puerto Rico Statehood. Graphic Organizer: Investigate#37	Investigate: Paraphrases and summarizes information that answers the research question about the arguments against Puerto Rico’s statehood or independence while reading an article from <i>La Repuesta</i> magazine and a research brief from the Heritage Foundation. Graphic Organizer: Investigate#37 C3 Resources
Construct: Writes a paragraph describing how Puerto Rico became a United States territory.	Construct: Draws a conclusion about Puerto Rico’s efforts toward statehood or independence with guidance. Graphic Organizer: Construct#2	Construct: Identifies facts and details that support Puerto Rico’s statehood or independence. Graphic Organizer: Construct#11	Construct: Forms opinion about Puerto Rico’s statehood or independence and uses evidence from texts to back it up. Graphic Organizer: Construct#16
Express:	Express: Makes an annotated timeline of events in Puerto Rican history related to efforts to obtain statehood and considers the next steps in the process.	Express:	Express: Debates the issue of statehood/independence for Puerto Rico using arguments in favor of and against Puerto Rico’s statehood.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#14
Summative Performance Task: <i>Argument:</i> Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <i>Extension:</i> Prepare a brief from the debate summarizing the wide range of positions presented on the question of Puerto Rico’s statehood.			