

## 7th Grade Uncle Tom's Cabin Inquiry

Can Words Lead to War?			
<b>Staging the Question: Consider the power of words and examine a video of students using words to try to bring about positive change.</b>			
<b>Social Studies Practices</b>	<ul style="list-style-type: none"> <li>✔ Gathering, Using, and Interpreting Evidence</li> <li>✔ Comparison and Contextualization</li> <li>✔ Chronological Reasoning and Causation</li> </ul>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Harriet Beecher Stowe describe slavery in <i>Uncle Tom's Cabin</i> ?	What led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> ?	How did people in the North and the South react to <i>Uncle Tom's Cabin</i> ?	How did <i>Uncle Tom's Cabin</i> affect abolitionism?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Summarize the plot of <i>Uncle Tom's Cabin</i> and identify main ideas and supporting details from Stowe's description of slavery.	List four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	Make a T-chart comparing viewpoints expressed in newspaper reviews of <i>Uncle Tom's Cabin</i> and make a claim about the differences.	Participate in a structured discussion regarding the impact <i>Uncle Tom's Cabin</i> had on abolitionism.
<b>Integration of Inquiry Process and Skills</b>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<b>Connect:</b> Finds areas of passion or interest within topics of study by discussing the power of words and watching a video of students using words to bring about positive change.	<b>Connect:</b> Uses multiple sources to acquire background information and brainstorm ideas for further inquiry about what led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> .	<b>Connect:</b> States and verifies what is known and makes connections to prior knowledge about how people reacted to <i>Uncle Tom's Cabin</i> . <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b> Uses multiple sources to acquire background information and brainstorm ideas for further inquiry about the impact of <i>Uncle Tom's Cabin</i> on abolitionism.
<b>Wonder:</b> Determines what information is needed to answer the question of how Harriet Beecher Stowe described slavery in <i>Uncle Tom's Cabin</i> .	<b>Wonder:</b> Analyzes and evaluates what is known, observed or experienced to form a tentative thesis or hypothesis about what led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> . <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about how people in the North and the South reacted to <i>Uncle Tom's Cabin</i> . <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Determines what resources will most likely offer quality information about the impact of <i>Uncle Tom's Cabin</i> on abolitionism.
<b>Investigate:</b> Takes notes using one or more of a variety of note taking strategies about how Harriet Beecher Stowe described slavery in <i>Uncle Tom's Cabin</i> while examining illustrations, a summary, and four excerpts from the novel.	<b>Investigate:</b> Relates new information to prior knowledge about what led Harriet Beecher Stowe to write <i>Uncle Tom's Cabin</i> while reading two historical sources written by Stowe explaining why she wrote the book.	<b>Investigate:</b> Uses both facts and opinions responsibly by identifying and verifying them while reading two book reviews of <i>Uncle Tom's Cabin</i> . <b>Graphic Organizer:</b> <a href="#">Investigate#71</a>	<b>Investigate:</b> Uses organizational systems and electronic search strategies to locate appropriate resources about the impact of <i>Uncle Tom's Cabin</i> on abolitionism. <b>C3 Resources</b>
<b>Construct:</b> Summarizes the plot of <i>Uncle Tom's Cabin</i> and identifies main ideas and supporting details from Stowe's description of slavery.	<b>Construct:</b> Forms opinion and judgments backed up by supporting evidence. <b>Graphic Organizer:</b> <a href="#">Construct#16</a>	<b>Construct:</b> Uses common organizational patterns to organize information in order to draw conclusions by comparing and contrasting the viewpoints expressed in newspapers from the North and the South in a T-chart. <b>Graphic Organizer:</b> <a href="#">PDF of Inquiry Pg. 26</a>	<b>Construct:</b> Forms opinions and judgments backed up by supporting evidence. <b>Graphic Organizer:</b> <a href="#">Construct#16</a>
<b>Express:</b>	<b>Express:</b> Identifies four quotes in the sources that point to Stowe's motivation and write a paragraph explaining her motivation.	<b>Express:</b> Makes a claim about the differences.	<b>Express:</b> Participates in a structured discussion regarding the impact <i>Uncle Tom's Cabin</i> had on abolitionism.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment. <b>Graphic Organizer:</b> <a href="#">Reflect#18</a>
<b>Summative Performance Task: Argument:</b> Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of <i>Uncle Tom's Cabin</i> using specific claims and relevant evidence from historical sources, while acknowledging competing views. <b>Extension:</b> Create an educational video of the argument that responds to the compelling question "Can words lead to war?"			