**8th Grade** [**Patriotism Inquiry**](http://www.c3teachers.org/inquiries/patriotism/)

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| Is Protest Patriotic? |
| **Staging the Question: Students read excerpts from Thomas Paine’s The American Crisis (1776) and use the Question Formulation Technique (QFT) to generate companion questions addressing the inquiry topic.** |
| **Social Studies Practices** |  **Gathering, Using, and Interpreting Evidence Economics and Economic Reasoning Civic Participation**  |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| What were the main arguments of Vietnam War protestors? | What methods were used to protest the Vietnam war? | Why did some Americans consider the Vietnam War protestors unpatriotic? | Why did the Vietnam War protesters consider themselves patriotic? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Create a political, social, and economic chart outlining the arguments used by Vietnam War protestors.  | Create an annotated poster of the methods used to protest the Vietnam War. | Make a claim with evidence about why some Americans considered the Vietnam War protestors unpatriotic.  | Make a counterclaim about why some Americans considered the Vietnam War protestors patriotic.  |
| ***Integration of Inquiry Process and Skills*** |
| Supporting Question 1 | **Supporting Question 2** | Supporting Question 3 | Supporting Question 4 |
| Connect: States and verifies what is known and makes connections to prior knowledge about protests while reading Thomas Paine’s *The Crisis* and generating companion questions to the inquiry topic. **Graphic Organizer:** [**Connect#14**](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) | **Connect:**  | Connect: Revises the question or problem as needed to arrive at a manageable topic for inquiry about why some Americans consider the Vietnam War protestors unpatriotic. Graphic Organizer: :[Connect#16](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect16) and [Connect#17](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect17) | Connect: Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. |
| **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 main arguments of Vietnam War protestors.**Graphic Organizer:** [**Wonder#8**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder8) | **Wonder: Determines what information is needed to support the investigation and answer the questions** about the methods used to protest the Vietnam War.  | Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about why some Americans consider the Vietnam War protestors unpatriotic. Graphic Organizer: [Wonder#12](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) | Wonder: Refines questions to guide the search for different types of information about why Vietnam War protestors consider themselves patriotic. Graphic Organizer: [Wonder#15](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder15) |
| **Investigate: Evaluates and paraphrases information that answers research questions** examining a data bank of statistics, excerpts from John Kerry’s Senate testimony, the front page of a newspaper announcing the My Lai massacre, and an image bank about the war in Cambodia.  | **Investigate: Uses both facts and opinions responsibly by identifying and verifying them** while examining the song “War” as well as image banks featuring both peaceful and violent forms of protest. **Graphic Organizer**: [**Investigate#71**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate71) | **Investigate: Recognizes the effect of different perspectives and points of view on information** while examining excerpts from Nixon’s speech on American opposition to war, a newspaper account of debate over student protest, and ways in wich the Vietnam War divided everyday Americans.**Graphic Organizer:** [**Investigate#76**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate76) | **Investigate: Recognizes that own point of view influences the interpretation of information** while reading two speeches addressing weaknesses in America’s character that were exposed by continued involvement and support of the war in Vietnam.**Graphic Organizer:** [**Investigate#77**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate77)[**C3 Resources**](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_8_Patriotism.pdf) |
| Construct: Creates a political, social, and economic chart outlining the arguments used by Vietnam War protestors. | **Construct:** **Uses common organizational patterns to organize information in order to draw conclusions.** **Graphic Organizers:** [**Construct#12**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct12) | Construct: Interprets information and ideas by defining, classifying, and inferring. Graphic Organizer: [Construct#29](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct29) | Construct: Draws conclusions based on explicit and implied information. **Graphic Organizer:** [**Construct#31**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct31) |
| **Express:**  | **Express:** Creates an annotated poster of the methods used to protest the Vietnam War. | **Express:** Makes a claim with evidence about why some Americans considered the Vietnam War protestors unpatriotic. | **Express:** Makes a counterclaim about why some Americans considered the Vietnam War protestors patriotic.  |
| **Reflect:**  | **Reflect:**  | **Reflect:**  | Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: [Reflect#19](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect19) |
| Summative Performance Task: *Argument:* Is protest patriotic? 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. *Extension:* Adapt these arguments by rewriting the lyrics to a popular song to address the compelling question while also referring to specific details and evidence from the featured sources. |