

## 8th Grade Patriotism Inquiry

Is Protest Patriotic?			
<b>Staging the Question: Students read excerpts from Thomas Paine’s <i>The American Crisis (1776)</i> and use the Question Formulation Technique (QFT) to generate companion questions addressing the inquiry topic.</b>			
<b>Social Studies Practices</b>		<span style="color: #4F81BD;">●</span> <b>Gathering, Using, and Interpreting Evidence</b> <span style="color: #4F81BD;">●</span> <b>Economics and Economic Reasoning</b> <span style="color: #4F81BD;">●</span> <b>Civic Participation</b>	
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.
<b>Integration of Inquiry Process and Skills</b>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<b>Connect:</b> States and verifies what is known and makes connections to prior knowledge about protests while reading Thomas Paine’s <i>The Crisis</i> and generating companion questions to the inquiry topic. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b>	<b>Connect:</b> 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. <b>Graphic Organizer:</b> <a href="#">Connect#16</a> and <a href="#">Connect#17</a>	<b>Connect:</b> Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words.
<b>Wonder:</b> 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. <b>Graphic Organizer:</b> <a href="#">Wonder#8</a>	<b>Wonder:</b> Determines what information is needed to support the investigation and answer the questions about the methods used to protest the Vietnam War.	<b>Wonder:</b> 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. <b>Graphic Organizer:</b> <a href="#">Wonder#12</a>	<b>Wonder:</b> Refines questions to guide the search for different types of information about why Vietnam War protestors consider themselves patriotic. <b>Graphic Organizer:</b> <a href="#">Wonder#15</a>
<b>Investigate:</b> 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.	<b>Investigate:</b> 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. <b>Graphic Organizer:</b> <a href="#">Investigate#71</a>	<b>Investigate:</b> 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 which the Vietnam War divided everyday Americans. <b>Graphic Organizer:</b> <a href="#">Investigate#76</a>	<b>Investigate:</b> 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. <b>Graphic Organizer:</b> <a href="#">Investigate#77</a> <b>C3 Resources</b>
<b>Construct:</b> Creates a political, social, and economic chart outlining the arguments used by Vietnam War protestors.	<b>Construct:</b> Uses common organizational patterns to organize information in order to draw conclusions. <b>Graphic Organizers:</b> <a href="#">Construct#12</a>	<b>Construct:</b> Interprets information and ideas by defining, classifying, and inferring. <b>Graphic Organizer:</b> <a href="#">Construct#29</a>	<b>Construct:</b> Draws conclusions based on explicit and implied information. <b>Graphic Organizer:</b> <a href="#">Construct#31</a>
<b>Express:</b>	<b>Express:</b> Creates an annotated poster of the methods used to protest the Vietnam War.	<b>Express:</b> Makes a claim with evidence about why some Americans considered the Vietnam War protestors unpatriotic.	<b>Express:</b> Makes a counterclaim about why some Americans considered the Vietnam War protestors patriotic.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#19</a>
<b>Summative Performance Task: <i>Argument:</i></b> 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. <b><i>Extension:</i></b> 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.			