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

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| Were Suburbs Good for America? | |
| **Staging the Question: Brainstorm characteristics of the local community that are both positive and negative.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Economics and Economic Systems Comparison and Contextualization Geographic Reasoning** |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| What were the economic and social conditions in the United States after World War II? | How and why did the suburbs grow in the 1950s? | What were the potential benefits of suburbanization? | What were some of the problems that suburbanization created? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| List the economic and social conditions in the United States after World War II. | Create a T-chart comparing public and private activities that encouraged suburban growth in the 1950s. | Make a claim supported by evidence about the positive effects of suburbanization. | Make a claim supported by evidence about the negatiive effects of suburbanization. |
| ***Integration of Inquiry Process and Skills*** | | | |
| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | Supporting Question 4 |
| **Connect:** **Finds areas of passion or interest within topics of study** by naming characteristics of their home communities that are positive and negative. | **Connect:** **States and verifies what is known about the topic and makes connections to prior knowledge** about the suburbs.  **Graphic Organizer:** [**Connect#14**](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) | **Connect:** **Revises the question or problem as needed to arrive at a manageable topic for inquiry** about the potential benefits of suburbanization. **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: Revises the question or problem as needed to arrive at a manageable topic for inquiry about some of the problems suburbanization created.  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) |
| **Wonder:** **Determines what information is needed to support the investigation and answer the questions** about the economic and social conditions in the United States after World War II. | **Wonder: Refines questions to guide the search for different types of information** about how and why the suburbs grew in the 1950s.  **Graphic Organizer:**[**Wonder#15**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder15) | Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the potential benefits of suburbanization.  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 some of the problems suburbanization created.  Graphic Organizer: [Wonder#15](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder15) |
| **Investigate: Evaluates and paraphrases information that answers research questions** while examining sources depicting the change in birth rates, the changes in GDP and unemployment, and typical 30-year housing mortgage rates. | **Investigate: Uses different formats as sources of information** by examining an excerpt from the GI Bill of Rights, a message to Congress from Eisenhower, an excerpt from an article about America’s first planned suburbs, and a chart depicting changes in home ownership rates.  **Graphic Organizer:** [**Investigate#75**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate75) | **Investigate: Uses organizational systems and electronic search strategies to locate appropriate resources** on the potential benefits of suburbanization in addition to examining two online collections of photographs. | **Investigate: Uses both facts and opinions responsibly by identifying and verifying them** while reading lyrics from a song critical of suburban life and excerpts from three books that explore the physical and social ramifications of suburbanization as well as while conducting further research.  **Graphic Organizer:**  [**Investigate#71**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate71)  [**C3 Resources**](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_8_Suburbs.pdf) |
| Construct: Lists the economic and social conditions in the United States after World War II. | **Construct:** Creates a T-chart comparing public and private activities that encouraged suburban growth in the 1950s. | Construct: Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate. | **Construct:** **Draws conclusions based on explicit and implied information.**  **Graphic Organizer:** [**Construct#31**](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct31) |
| **Express:** | **Express:** | **Express:** Makes a claim supported by evidence about the positive effects of suburbanization. | Express: Makes a claim supported by evidence about the negatiive effects of suburbanization. |
| **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:* Were suburbs good for America? Construct an argument (e.g., detailed outline, poster, essay) that evaluates whether the growth of suburbs had a more positive or negative impact on America. *Extension:* Write a magazine editorial presenting the argument.** | | | |