

8th Grade Suburbs Inquiry

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	
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 negative effects of suburbanization.
<i>Integration of Inquiry Process and Skills</i>			
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	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 and Connect#17	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 and Connect#17
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	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	Wonder: Refines questions to guide the search for different types of information about some of the problems suburbanization created. Graphic Organizer: Wonder#15
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	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 C3 Resources
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
Express:	Express:	Express: Makes a claim supported by evidence about the positive effects of suburbanization.	Express: Makes a claim supported by evidence about the negative effects of suburbanization.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#19
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.			