**Kindergarten** [**Identity Inquiry**](http://www.c3teachers.org/inquiries/identity/)

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| Is Everyone Unique? |
| **Staging the Question: Engage the class in discussion of the question “Who am I?”** |
| **Social Studies Practices** |  **Gathering, Using, and Interpreting Evidence Civic Participation** **Comparison and Contextualization**  |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| Am I unique? | Am I the same as other people? | How can I be unique and the same? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Draw a self-portrait and respond to sentence starters. | During a gallery walk, place sticker dots on portraits to note similarities and differences.  | Construct an individual T-chart that lists unique characteristics on one side and similar characteristics on the other. |
| ***Integration of Inquiry Process and Skills*** |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Connects ideas to own interests while brainstorming a list of the many roles they play during a class discussion of the question “Who am I?”Graphic Organizer: [Connect#1](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect1) | Connect: Connects ideas to own interests about whether or not a person is the same as other people. Graphic Organizer: [Connect#1](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect1) | Connect |
| **Wonder: Formulates questions** about whether or not a person is unique.  | **Wonder: Formulates questions** about whether or not a person is the same as other people.  | Wonder: Formulates questions about how someone can be both unique and the same.  |
| Investigate: Uses materials provided to find answers to questions posed while examining image banks of both the same child and different children doing various activities. | Investigate: Intreprets information represented in pictures and verbalizes the main idea while examining an image bank of children participating in groups of activities together. | Investigate: Finds facts and briefly summarizes them to answer the question of how people can be both unique and the same while examining an image bank of different people and groups doing the same activity.Graphic Organizer:[Investigate#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate2)[**C3 Resources**](http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_K_Identity.pdf) |
| **Construct:** Draws a self-portrait and responds to sentence starters. | Construct: During a gallery walk, places sticker dots on portraits to note similarities and differences. | Construct: Demonstrates simple organizational skills such as sorting and categorizing while brainstorming their unique characteristics and traits that are similar to those of their peers.Graphic Organizer:[Construct#1](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct1) |
| Express:  | **Express:**  | Express: Constructs an individual T-chart that lists unique characteristics on one side and similar characteristics on the other.  |
| Reflect:  | Reflect:  | Reflect: Identifies own strengths and sets goals for improvement.**Graphic Organizer:**[**Reflect#1**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect1) |
| Summative Performance Task: *Argument:* Is everyone unique? Construct an argument that addresses the compelling question using specific claims and relevant evidence. |