

# Kindergarten Identity Inquiry

Is Everyone Unique?	
<b>Staging the Question: Engage the class in discussion of the question “Who am I?”</b>	
<b>Social Studies Practices</b>	<span style="color: #4a7ebb;">●</span> <b>Gathering, Using, and Interpreting Evidence</b> <span style="color: #4a7ebb;">●</span> <b>Civic Participation</b> <span style="color: #4a7ebb;">●</span> <b>Comparison and Contextualization</b>

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
<b>Connect: Connects ideas to own interests</b> while brainstorming a list of the many roles they play during a class discussion of the question “Who am I?” <b>Graphic Organizer:</b> <a href="#">Connect#1</a>	<b>Connect: Connects ideas to own interests</b> about whether or not a person is the same as other people. <b>Graphic Organizer:</b> <a href="#">Connect#1</a>	<b>Connect</b>
<b>Wonder: Formulates questions</b> about whether or not a person is unique.	<b>Wonder: Formulates questions</b> about whether or not a person is the same as other people.	<b>Wonder: Formulates questions</b> about how someone can be both unique and the same.
<b>Investigate: Uses materials provided to find answers to questions posed</b> while examining image banks of both the same child and different children doing various activities.	<b>Investigate: Interprets information represented in pictures and verbalizes the main idea</b> while examining an image bank of children participating in groups of activities together.	<b>Investigate: Finds facts and briefly summarizes them to answer the question</b> of how people can be both unique and the same while examining an image bank of different people and groups doing the same activity. <b>Graphic Organizer:</b> <a href="#">Investigate#2</a> <b>C3 Resources</b>
<b>Construct:</b> Draws a self-portrait and responds to sentence starters.	<b>Construct:</b> During a gallery walk, places sticker dots on portraits to note similarities and differences.	<b>Construct: Demonstrates simple organizational skills such as sorting and categorizing</b> while brainstorming their unique characteristics and traits that are similar to those of their peers. <b>Graphic Organizer:</b> <a href="#">Construct#1</a>
<b>Express:</b>	<b>Express:</b>	<b>Express:</b> Constructs an individual T-chart that lists unique characteristics on one side and similar characteristics on the other.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect: Identifies own strengths and sets goals for improvement.</b> <b>Graphic Organizer:</b> <a href="#">Reflect#1</a>

**Summative Performance Task: Argument:** Is everyone unique? Construct an argument that addresses the compelling question using specific claims and relevant evidence.