

10th Grade Modernization Inquiry

Does Development Mean Progress?			
Staging the Question: Read the UN description of the Human Development Index (HDI) and examine the United States HDI rank. Discuss what students think “development” and “progress” mean. Students could also read an NPR blog post and discuss the costs and benefits of labeling countries as “developing.”			
Social Studies Practices	<ul style="list-style-type: none"> ✔ Gathering, Using, and Interpreting Evidence ✔ Comparison and Contextualization ✔ Geographic Reasoning 		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What are the impacts of development in Kenya?	What are the impacts of development in Botswana?	What are the impacts of development in Algeria?	Does development impact different African countries in different ways?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a one-page research summary that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Kenya.	Write a one-page research summary that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Botswana.	Write a one-page research summary that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Algeria.	Presents the research summary from Formative Performance Tasks 1, 2 and 3 to the class. After presentations, develop a claim supported by evidence that answers the supporting question.
<i>Integration of Inquiry Process and Skills</i>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Use sources to acquire background information and brainstorms ideas for further inquiry by reading the UN description of the HDI and discussing both what “development” and “progress” mean and the HDI of the United States. Graphic Organizer: Connect#11	Connect: Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research about development in African countries. Graphic Organizer: Connect#19	Connect: Maintains a list of effective search terms throughout the process of inquiry.	Connect: Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. Graphic Organizer: Connect#20
Wonder: Asks questions to clarify topics or details about development in Kenya. Graphic Organizer: Wonder#6	Wonder: Refines questions to guide the search for different types of information about development in Botswana. Graphic Organizer: Wonder#15	Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the impacts of development in Algeria. Graphic Organizer: Wonder#12	Wonder: Focuses the purpose of the research by formulating specific questions to be answered about the impacts of development in African countries.
Investigate: Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic while researching the impacts of development in Kenya.	Investigate: Evaluates print and electronic information for usefulness, relevance, and accuracy while researching the impacts of development in Botswana. Graphic Organizer: Investigate#45	Investigate: Seeks and uses many different sources in a variety of formats to obtain balanced and complex information about the impacts of development in Algeria.	Investigate: Pursues a balanced perspective by evaluating information based on authority, accuracy and point of view while comparing the impacts of development across all three countries and observing fellow students’ presentations. Graphic Organizer: Investigate#104 C3 Resources
Construct: Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.	Construct: Forms opinions and uses evidence from the text to back it up. Graphic Organizer: Construct#16	Construct: Draws conclusions based on explicit and implied information. Graphic Organizer: Construct#30 and Construct#31	Construct: Draws clear and appropriate conclusions supported by evidence and examples. Graphic Organizer: Construct#40 and Construct#41
Express: Writes a one-page research summary that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Kenya.	Express: Writes a one-page research summary that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Botswana.	Express: Writes a one-page research summary that includes discussion of HDI rank, life expectancy, years of schooling, gross national income, changes over time, and the challenges to development in Algeria.	Express: Presents the research summary from Formative Performance Tasks 1, 2 and 3 to the class. After presentations, develops a claim supported by evidence that answers the supporting question.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21
Summative Performance Task: Argument: Does development mean progress? Using your assigned African country or all three countries, construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.			