**7th Grade** [***Uncle Tom’s Cabin* Inquiry**](http://www.c3teachers.org/inquiries/utc/)

|  |  |
| --- | --- |
| Can Words Lead to War? | |
| **Staging the Question:  Consider the power of words and examine a video of students using words to try to bring about positive change.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Comparison and Contextualization**  **Chronological Reasoning and Causation** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| How did Harriet Beecher Stowe describe slavery in *Uncle Tom’s Cabin*? | What led Harriet Beecher Stowe to write *Uncle Tom’s Cabin*? | How did people in the North and the South react to *Uncle Tom’s Cabin?* | How did *Uncle Tom’s Cabin* affect abolitionism? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Summarize the plot of *Uncle Tom’s Cabin* and identify main ideas and supporting details from Stowe’s description of slavery. | List four quotes in the sources that point to Stowe’s motivation and write a paragraph explaining her motivation. | Make a T-chart comparing viewpoints expressed in newspaper reviews of *Uncle Tom’s Cabin* and make a claim about the differences. | Participate in a structured discussion regarding the impact *Uncle Tom’s Cabin* had on abolitionism. |
| ***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 discussing the power of words and watching a video of students using words to bring about positive change. | Connect: Uses multiple sources to acquire background information and brainstorms ideas for further inquiry about what led Harriet Beecher Stowe to write *Uncle Tom’s Cabin*. | Connect: States and verifies what is known and makes connections to prior knowledge about how people reacted to *Uncle Tom’s Cabin*.  Graphic Organizer: [Connect#14](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect14) | Connect: Uses multiple sources to acquire background information and brainstorms ideas for further inquiry about the impact of *Uncle Tom’s Cabin* on abolitionism. |
| Wonder: Determines what information is needed to answer the question of how Harriet Beecher Stowe described slavery in *Uncle Tom’s Cabin*. | Wonder: Analyzes and evalutates what is known, observed or experienced to form a tentative thesis or hypothesis about what led Harriet Beecher Stowe to write *Uncle Tom’s Cabin*.  Graphic Organizer:[Wonder#12](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) | Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about how people in the North and the South reacted to *Uncle Tom’s Cabin*.  Graphic Organizer: [Wonder#12](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder12) | Wonder: Determines what resources will most likely offer quality information about the impact of *Uncle Tom’s Cabin* on abolitionism. |
| Investigate: Takes notes using one or more of a variety of note taking strategies about how Harriet Beecher Stowe described slavery in *Uncle Tom’s Cabin* while examining illustrations, a summary, and four excerpts from the novel. | Investigate: Relates new information to prior knowledge about what led Harriet Beecher Stowe to write *Uncle Tom’s Cabin* while reading two historical sources written by Stowe explaining why she wrote the book. | Investigate: Uses both facts and opinions responsibly by identifying and verifying them while reading two book reviews of *Uncle Tom’s Cabin*.  Graphic Organizer: [Investigate#71](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate71) | Investigate: Uses organizational systems and electronic search strategies to locate appropriate resources about the impact of *Uncle Tom’s Cabin* on abolitionism.  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/06/NewYork_7_UncleTomsCabin.pdf) |
| Construct: Summarizes the plot of *Uncle Tom’s Cabin* and identifies main ideas and supporting details from Stowe’s description fo slavery. | Construct: Forms opinion and judgments backed up by supporting evidence.  Graphic Organizer: [Construct#16](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct16) | Construct: Uses common organizational patterns to organize information in order to draw conclusions by comparing and constrasting the viewpoints expressed in newspapers from the North and the South in a T-chart.  Graphic Organizer: [PDF of Inquiry](http://www.c3teachers.org/wp-content/uploads/2015/06/NewYork_7_UncleTomsCabin.pdf) Pg. 26 | Construct: Forms opinions and judgments backed up by supporting evidence.  Graphic Organizer:[Construct#16](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct16) |
| Express: | Express: Identifies four quotes in the sources that point to Stowe’s motivation and write a paragraph explaining her motivation. | Express: Makes a claim about the differences. | Express: Participates in a structured discussion regarding the impact *Uncle Tom’s Cabin* had on abolitionism. |
| Reflect: | Reflect: | Reflect: | Reflect: Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.  Graphic Organizer: [Reflect#18](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect18) |
| Summative Performance Task: *Argument:* Can words lead to war? Construct an argument (e.g., detailed outline, poster, essay) that discusses the impact of *Uncle Tom’s Cabin* using specific claims and relevant evidence from historical sources, while acknowledging competing views. *Extension:* Create an educational video of the argument that responds to the compelling question “Can words lead to war?” | | | |