

# INQUIRY JOURNEYS

Elementary Social Studies Scope and Sequence  
Contact **inquirED** for more information:

[www.inquired.org](http://www.inquired.org)

[info@inquired.org](mailto:info@inquired.org)



# Inquiry Journeys

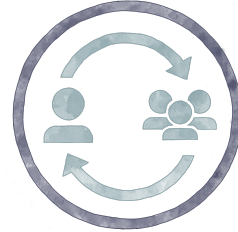
## Designed for Every Classroom

---



### INTEGRATES INQUIRY-BASED INSTRUCTION

Promotes sustained student-centered investigations of social studies content



### SUPPORTS CULTURALLY RESPONSIVE EDUCATION

Connects instruction to the lived and historical experiences of students



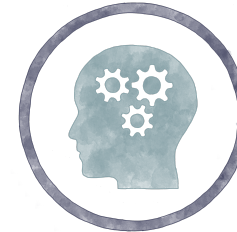
### UTILIZES STANDARDS-BASED INSTRUCTION AND ASSESSMENT

Aligns to standards: state social studies, Common Core ELA, CASEL, & Social Justice



### CONNECTS TO HIGH-QUALITY, DIVERSE SOURCES

Provides accurate and authentic sources that originate from diverse authors and creators



### PROVIDES INSTRUCTIONAL SUPPORTS

Supports teachers in differentiating and customizing instruction for all learners

# Kindergarten

## Unit 1: Navigating School

### Inquiry Question

How can we make school a great place for everyone?

### Description

In order for students to feel a sense of agency at school, they must first understand the physical spaces they will inhabit and the people they will interact with throughout their school day. This unit helps students develop a strong foundation from which to understand their own role in school and how they can make choices that will make school a great place for themselves and those around them.

### Investigation Modules

#### What does it mean to navigate school?

- The places and spaces of school
- School norms, behaviors, interactions
- Creating maps of the school and classroom

#### Who is here to help me?

- The people who work at school
- How the school supports students
- Interviewing staff members about roles and duties

#### How can I help others?

- Helpers and friends
- Role-playing behaviors
- Predicting consequences

#### EQ4: How can I be a problem solver?

- Natural and healthy conflict
- Tactics to help resolve conflicts
- What to do when you see conflict

## Unit 2: My Team and Self

### Inquiry Question

How can we unite to build a powerful class community?

### Description

Discovering what you can do together begins with understanding who you are: your physical identity, your family and cultural identity, special qualities, strengths, and challenges. This unit explores these essential elements to help students recognize how they can contribute to their class community and their own learning. They explore how diversity makes a team more powerful and how they can work together to accomplish amazing things.

### Investigation Modules

#### Who Am I?

- Self-portraits: historical and student-generated
- Our skin colors and tones
- Family, culture, identity

#### What powers do I have that contribute to my learning and my classroom community?

- Brainpower and brain growth
- Using our voices as powerful tools
- Strengths, challenges, growth mindset

#### How do our differences make our class community powerful?

- Cooperation and teamwork
- Team building and working together
- Setting goals for our team

#### How does working together make us a powerful class team?

- Strengths and benefits of differences
- Case Study: Apollo 11 & the power of different skills
- Classmate interviews, celebrating unique strengths

## Unit 3: Past, Present, and Future

### Inquiry Question

How can we use wisdom from the past to build a better future?

### Description

Understanding our past experiences and how our memories shape and direct us is integral to planning for our future. Likewise, the greater knowledge we have of time's patterns and cycles, the better we will be able to prepare for what's to come. This unit explores these essential elements of time and memory, prompting students to discover and share the stories and memories that have helped them learn and grow.

### Investigation Modules

#### How is time a part of every story?

- Past, present, future
- Biography and memory
- Evidence of the past

#### How can we make sense of time passing?

- Natural cycles and patterns (night & day, seasons)
- Increments and measures (months, weeks, days)
- Tools and patterns to track time and plan

#### How can we share what happens over time with others?

- Chronological order
- Personal and historical timelines
- Historical sources as evidence

#### How can we learn from our own and others' experiences over time to impact our future?

- Learning from experiences
- Relationship between actions and outcome
- Importance of wisdom

# First Grade

## Unit 1: Families Near and Far

### Inquiry Question

How can we bring families together to form a stronger community?

### Description

Families take many forms; there's no single definition. Students work together to build an understanding of family that is inclusive while identifying the various roles and responsibilities that contribute to a family structure. They explore what makes their family unique and develop curiosity and appreciation for differences among families and cultures.

### Investigation Modules

#### How are families similar and different?

- Inclusive definition of family
- Exploration of different family structures
- Families around the world

#### Why are traditions important?

- Customs and traditions
- Interview classmates for their perspectives
- Honoring the voice of others

#### How can family members care for one another?

- Family roles
- Responsibilities, needs, and wants of a family
- Compare and contrast different family roles

#### How does our diversity strengthen our community?

- The types of families in the community
- The strength of diversity in family types
- The ways that families help each other

## Unit 2: Our Special Location

### Inquiry Question

How can we help visitors appreciate our special location?

### Description

Students investigate how location, natural features, and climate shape daily life, and how available goods and services are produced to address community needs and wants. They learn about interdependence by identifying the people they interact with who sustain the community. Students investigate how people show pride and care for the community, and then create representations to capture what makes their location special.

### Investigation Modules

#### How can we show others where we are?

- Maps and globes: location of community, state, country
- Map symbols, cardinal directions
- Mapping important community locations

#### How does the environment shape life here?

- Landforms and bodies of water
- Local climate, regional climates
- Effects of climate and landscape on way of life

#### How does our community meet our needs and wants?

- Community needs and wants
- Community goods and services
- Characteristics of rural, urban, and suburban communities

#### How do people make our community special?

- Community workers and helpers
- Symbols that represent our community
- Representing our community

## Unit 3: Civic Engagement

### Inquiry Question

How can we work together for the good of the community?

### Description

You are never too young to help make your community better through the practice of citizenship. In this unit, students explore the meaning of citizenship by investigating key topics such as rights, responsibilities, fairness, rules, and laws. They examine how practicing citizenship also requires them to inform themselves, distinguish fact from opinion, and engage in respectful discourse. Throughout the unit, students reflect on ways that they can actively practice citizenship to benefit their school and community.

### Investigation Modules

#### How do rights and responsibilities shape our roles in a community?

- Leadership roles and responsibilities
- Responsibilities as community citizens
- Purpose and function of rules and laws

#### How do citizens in a community make informed choices?

- Difference between fact and opinion
- Respectful disagreement
- Making informed choices

#### How can people stand up for fairness?

- Examples of changemakers
- How to promote a culture of fairness
- Upstanders vs. Bystanders

#### How do people work for change in their communities?

- Case study: Americans with Disabilities Act
- Young people as changemakers
- Challenges and opportunities in the community



# Second Grade

| Unit 1: Meeting Needs and Wants   | Unit 2: Our Changing Landscape  | Unit 3: Innovation   |
|---|---|--|
| <b>Inquiry Question</b><br>How can we help our community work together to meet its needs and wants?   | <b>Inquiry Question</b><br>How can we respond to our changing landscape?  | <b>Inquiry Question</b><br>How can we innovate to improve the world around us?   |
| <b>Description</b><br>Communities are created out of our need to be together, but also out of our need to share responsibilities. We are able to meet our needs and our wants better when we work together. During this unit, students work together to design their own community model. Students learn how the economy works, exploring goods and services and producers and consumers, and consider factors behind saving, spending, and giving.   | <b>Description</b><br>Exploring our relationship to the physical world around us begins with identifying our own geographical location and the physical features of that location. This unit explores how we access and depend on the natural resources that surround us, how and why we modify the landscape, and the impacts these modifications can have on land, water, and living things. Students consider how they can take action in response to the changing landscape.  | <b>Description</b><br>Innovation touches every facet of life – past, present, and future. In this unit, students explore historical photos, oral histories, patent drawings, and even a legend, to investigate how innovation has changed the way that people live, work, travel, communicate, and play. Students consider how innovation changes society as a whole as they make their own blueprints for inventing a better world.   |
| <b>Investigation Modules</b><br><br><b>Why can't I have everything I want?</b> <ul style="list-style-type: none"> <li>Needs and wants – personal and community</li> <li>Money Wise: prices, saving, spending, and giving</li> <li>Budgeting a meal</li> </ul> <b>How do producers meet our needs and wants?</b> <ul style="list-style-type: none"> <li>Producers and consumers, supply and demand</li> <li>Goods and services of our community</li> <li>Designing a business, human capital, capital goods</li> </ul> <b>How do we make tough choices when spending money?</b> <ul style="list-style-type: none"> <li>Planned vs. unexpected expenses</li> <li>Designing a needs and wants simulation game</li> <li>Evaluating financial decision-making</li> </ul> <b>How does a community meet our collective needs?</b> <ul style="list-style-type: none"> <li>Giving and generosity</li> <li>Public works, local government services</li> <li>Generating ideas for improving the community</li> </ul> | <b>Investigation Modules</b><br><br><b>What are geographic features and how might they change over time?</b> <ul style="list-style-type: none"> <li>Identifying geographic features</li> <li>Natural resources of community and state</li> <li>Impact of climate and weather on way of life</li> </ul> <b>How do we depend on the environment to meet needs?</b> <ul style="list-style-type: none"> <li>Basic human needs</li> <li>Freshwater, issues of scarcity</li> <li>Creating a survival plan</li> </ul> <b>What are the impacts of human modifications to the landscape?</b> <ul style="list-style-type: none"> <li>Types of modifications to the environment</li> <li>Population growth and landscape changes</li> <li>Benefits and drawbacks to modifications</li> </ul> <b>How can people respond to problems in a changing landscape?</b> <ul style="list-style-type: none"> <li>Ways we can respond to environmental problems</li> <li>Innovation in fresh food production</li> <li>Advocating for solutions to challenges</li> </ul> | <b>Investigation Modules</b><br><br><b>How has innovation changed daily life?</b> <ul style="list-style-type: none"> <li>Sparks and impacts of innovation</li> <li>Using evidence to evaluate impact of innovation</li> <li>Timelines of innovation</li> </ul> <b>What does it take to be an innovator?</b> <ul style="list-style-type: none"> <li>Spotlight on George Washington Carver</li> <li>Characteristics of effective innovators</li> <li>Creating an innovator profile</li> </ul> <b>How does innovation impact society?</b> <ul style="list-style-type: none"> <li>Impact of Industrial Revolution's innovations</li> <li>Production and transportation innovations</li> <li>Impact of innovation on workforce</li> </ul> <b>What is timeless about innovation?</b> <ul style="list-style-type: none"> <li>Timeless problems and possibilities</li> <li>Improving communities through innovation</li> <li>Habits of mind that help and hinder innovation</li> </ul> |

# Third Grade

| Unit 1: Global Connections  | Unit 2: Migration and Movement  | Unit 3: Equality and Justice   |
|---|---|--|
| <b>Inquiry Question</b><br>How can we act as global citizens?   | <b>Inquiry Question</b><br>How can we honor and respect our many cultures?  | <b>Inquiry Question</b><br>How can we take steps toward equality and justice?  |
| <b>Description</b><br>Is it possible to touch a country and its people without ever setting foot there? From the label in your t-shirt to the sticker on your banana, we come into contact with items that have been harvested, manufactured, produced, or otherwise touched by people around the world. Students explore the ways they are connected to distant places, and the people who live there, through the movement of people, goods, and ideas.   | <b>Description</b><br>Throughout the history of the United States, immigration has played a large part in shaping our culture, politics, and economy. In this unit, students explore the timeless themes of immigration as they investigate the push and pull factors, challenges, and successes that immigrants experience. They uncover the meaning and value of cultural identity and consider how they can honor the many cultures around them.   | <b>Description</b><br>Students explore how citizens exercise their rights and responsibilities, investigating the civil rights movement and contemporary examples of adults and youth exercising their rights and responsibilities. Throughout the unit, students reflect on the ways people provide inspiration and support in the pursuit of change. They learn that they too can use their unique talents to take steps toward equality and justice.  |
| <b>Investigation Modules</b><br><br><b>What stories do maps tell?</b> <ul style="list-style-type: none"><li>● Global geography (continents, hemispheres, maps)</li><li>● Using geographic clues</li><li>● Regions of the world, geographic features</li></ul><br><b>How is culture shaped by geography?</b> <ul style="list-style-type: none"><li>● Independent research on specific countries</li><li>● Geography's effect on culture, goods, and services</li><li>● Mapping locations</li></ul><br><b>How are we connected to people and places through what we produce and consume?</b> <ul style="list-style-type: none"><li>● Domestic and global trade</li><li>● Using natural resources and raw materials</li><li>● Humans behind goods, ethical issues in production</li></ul><br><b>How am I part of a global community?</b> <ul style="list-style-type: none"><li>● Point of origin of goods, methods of production</li><li>● The journey from origin to us</li><li>● True cost of goods and products</li></ul> | <b>Investigation Modules</b><br><br><b>What happens when you leave your home for a new place?</b> <ul style="list-style-type: none"><li>● Identifying push and pull factors</li><li>● The impact of conflict on movement</li><li>● Reflecting on immigration stories</li></ul><br><b>What timeless themes exist across stories of immigration?</b> <ul style="list-style-type: none"><li>● Historical causes of immigration</li><li>● Waves of immigration to the US</li><li>● Identifying themes of immigration experiences</li></ul><br><b>How do we stay true to who we are when things around us change?</b> <ul style="list-style-type: none"><li>● Cultural identity and immigration</li><li>● Evolving identities in immigrants</li><li>● Cultural identity webs</li></ul><br><b>How does multiculturalism enrich communities?</b> <ul style="list-style-type: none"><li>● Multicultural communities</li><li>● Embracing diversity and inclusion</li><li>● Challenges and opportunities for action</li></ul> | <b>Investigation Modules</b><br><br><b>Who or what protects equality?</b> <ul style="list-style-type: none"><li>● Rules, laws, &amp; role of government</li><li>● Rights and responsibilities</li><li>● Inequality: Segregation</li></ul><br><b>How have people in the past taken steps toward equality and justice?</b> <ul style="list-style-type: none"><li>● Civil rights movement</li><li>● Changemakers in the civil rights movement</li><li>● Sit-Ins: Ayanna Najuma and Clara Lupe</li></ul><br><b>Who plays a role in bringing about change?</b> <ul style="list-style-type: none"><li>● The March on Washington</li><li>● Working with others for change</li><li>● Supporting a claim: who plays a role in bringing about change?</li></ul><br><b>How are young people today taking steps toward equality and justice?</b> <ul style="list-style-type: none"><li>● Young people as change agents</li><li>● Positive footsteps for change</li><li>● Exploring opportunities and challenges in our community</li></ul> |

# Fourth Grade

| Unit 1: Natural Resources of the US  | Unit 2: Our State's History  | Unit 3: Economic Choices   |
|--|--|--|
| <b>Inquiry Question</b><br>How should we use the natural resources of the United States?   | <b>Inquiry Question</b><br>How can we help tell the story of our state?  | <b>Inquiry Question</b><br>How can we make economic choices that have positive impacts?  |
| <b>Description</b><br>The natural resources that we rely on to survive and thrive come from our local, state, national, and global environments. In this unit, students examine the resources and interdependence of regions of the United States. They also explore how their local and state communities fit into the national economic picture, not only examining the use of resources, but also challenges and opportunities.   | <b>Description</b><br>The historical roots of state and local history are not buried, but alive in the artifacts, monuments, and buildings around us, as well as the stories that we tell. In this unit, students learn about the first peoples to live in their state and the major events at the roots of their state's history. They explore a variety of historical sources and the various perspectives reflected in them.  | <b>Description</b><br>Throughout our lives, the economic decisions we make affect us and others in our community in profound ways. In this unit, students explore their role in the economy as a citizen of their community. They investigate their role as a consumer, a producer, and a decision-maker with the power to influence and impact their lives, their communities, and the world in powerful ways.  |
| <b>Investigation Modules</b><br><br><b>How is each region of the US unique?</b> <ul style="list-style-type: none"> <li>Midwest, Northeast, Southeast, Southwest, West</li> <li>Natural resources and major landmarks</li> <li>Interdependence of agriculture and industry</li> </ul> <b>How can we use natural resources responsibly?</b> <ul style="list-style-type: none"> <li>Renewable vs. non-renewable energy</li> <li>Energy from the earth, air, water, and sun</li> <li>Impacts of resource use</li> </ul> <b>What happens when the pillars of sustainability are stressed?</b> <ul style="list-style-type: none"> <li>Case study of the Dust Bowl</li> <li>Economic, social, and environmental stress</li> <li>Climate change case study</li> </ul> <b>What actions support sustainability?</b> <ul style="list-style-type: none"> <li>Promoting a working landscape</li> <li>Changes to resource use</li> <li>Creating a sustainable community</li> </ul> | <b>Investigation Modules</b><br><br><b>How do connections to the land shape ways of life?</b> <ul style="list-style-type: none"> <li>First evidence of humans in our state</li> <li>Historic Native American cultures</li> <li>Timelines of human activity in our state</li> </ul> <b>How did European exploration and settlement shape the story of our state?</b> <ul style="list-style-type: none"> <li>State-specific history and developments timeline</li> <li>Our state's role in US History</li> <li>Telling the story of our state</li> </ul> <b>How is the struggle for freedom part of our story?</b> <ul style="list-style-type: none"> <li>Analyzing rights and freedom in state history</li> <li>US policy and Native Americans' freedom</li> <li>Learning more about the impact of slavery</li> </ul> <b>Why is it important to ask critical questions about historical sources?</b> <ul style="list-style-type: none"> <li>Historical sources and perspectives</li> <li>Exploring memorials</li> <li>Constructing an argument about memorials</li> </ul> | <b>Investigation Modules</b><br><br><b>How do the parts of an economy work together?</b> <ul style="list-style-type: none"> <li>Goods, services, producers, consumers</li> <li>Supply and demand</li> <li>A market economy</li> </ul> <b>How do producers both shape and reflect their communities?</b> <ul style="list-style-type: none"> <li>Exploring producers</li> <li>Exploring our region's economic story</li> <li>Creating a producer plan: resources and demand</li> </ul> <b>How can we make economic choices?</b> <ul style="list-style-type: none"> <li>Opportunity costs</li> <li>The power of influence</li> <li>Costs and benefits</li> </ul> <b>How do people work toward economic goals?</b> <ul style="list-style-type: none"> <li>Making economic choices that work toward goals</li> <li>The role of banks</li> <li>Working toward personal economic and community goals</li> </ul> |

# Fifth Grade

| Unit 1: Native America  | Unit 2: The Thirteen Colonies  | Unit 3: The American Revolution   | Unit 4: Rights and Responsibilities  |
|---|--|---|--|
| <b>Inquiry Question</b><br>How can we better honor the cultural heritage of this land?  | <b>Inquiry Question</b><br>How can facing the complexities of America's past help us to meet the challenges of the present?  | <b>Inquiry Question</b><br>How can we promote life, liberty, and the pursuit of happiness for all?  | <b>Inquiry Question</b><br>How can we contribute to a healthy democracy?   |
| <b>Description</b><br>Ever since their first encounter with Europeans, the experiences, cultures, and histories of Indigenous Americans have been misrepresented. This unit challenges students to explore diverse sources to form a deeper understanding of the rich and varied cultures of Indigenous American peoples in the past and present.   | <b>Description</b><br>The European settlement of North America created a collision of three worlds with profound global impacts. This unit challenges students to go beyond a single narrative, looking at the complex geopolitical landscape, events, and interactions that helped shape both the past and present of our nation.   | <b>Description</b><br>The American Revolution reshaped society, culture, and government. In this unit, students explore its events, causes, and consequences, examining primary and secondary sources to uncover how diverse groups and individuals shaped the course of history and laid the foundation for American government.   | <b>Description</b><br>The concept of freedom is complex. It can be applied to the relationship between individuals, individuals and their government, or government and religious groups, tribes, or other organizations. This unit explores the concept of freedom in parallel with a study of the Constitution, Bill of Rights, and branches of government.  |
| <b>Investigation Modules</b><br><br><b>What was life like for historical Native American cultures?</b> <ul style="list-style-type: none"> <li>• Cultural areas, geography, climate</li> <li>• Social organization, shelter</li> <li>• Use of resources, tools, and technology</li> </ul> <b>What can stories teach us about people and cultures?</b> <ul style="list-style-type: none"> <li>• Storytelling as a historical source</li> <li>• Folktale investigation</li> <li>• Investigating a Winter Count</li> </ul> <b>How can artifacts teach us about the past?</b> <ul style="list-style-type: none"> <li>• Artifacts as historical sources</li> <li>• Analyzing, documenting artifacts</li> <li>• Connections to people, places, and times</li> </ul> <b>Can we know the whole story behind a historical event?</b> <ul style="list-style-type: none"> <li>• Identifying Perceptions of the “First Thanksgiving”</li> <li>• A new look at Thanksgiving</li> <li>• The evolution of Thanksgiving</li> </ul> | <b>Investigation Modules</b><br><br><b>What did the So-Called New World represent for Native Americans, Africans, and Europeans?</b> <ul style="list-style-type: none"> <li>• God, gold, glory</li> <li>• The Columbian Exchange</li> <li>• Migration to the Americas</li> </ul> <b>How do cooperation and conflict affect the survival of a community?</b> <ul style="list-style-type: none"> <li>• Jamestown Colony source analysis</li> <li>• Plymouth Colony source analysis</li> <li>• In-depth colony research</li> </ul> <b>How did culture, geography, and economics shape colonial regions?</b> <ul style="list-style-type: none"> <li>• Characteristics of colonial regions</li> <li>• Goods and services of the colonies</li> <li>• Slavery in the colonies</li> </ul> <b>How did social structures impact people in Colonial America?</b> <ul style="list-style-type: none"> <li>• Social roles in Colonial America</li> <li>• Colonial resistance</li> <li>• Reflecting on past &amp; present complexities</li> </ul> | <b>Investigation Modules</b><br><br><b>What sparks a revolution?</b> <ul style="list-style-type: none"> <li>• Pre-war timeline of important events</li> <li>• The development of colonial identity</li> <li>• Triggers that led to war</li> </ul> <b>What contributes to success?</b> <ul style="list-style-type: none"> <li>• British and American strengths and weaknesses</li> <li>• Factors that lead to success</li> <li>• Major battles and the homefront</li> </ul> <b>What makes someone a revolutionary?</b> <ul style="list-style-type: none"> <li>• Source analysis of Capitol paintings</li> <li>• Founding fathers case studies</li> <li>• Research and construct claims for more inclusive Capitol paintings</li> </ul> <b>How can we promote the ideals of the revolution?</b> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• The Constitution, conflict &amp; compromise</li> <li>• Fulfilling the ideals of the American Revolution in the present</li> </ul> | <b>Investigation Modules</b><br><br><b>Can fairness be achieved in our classroom?</b> <ul style="list-style-type: none"> <li>• Inequality opportunity and circumstance</li> <li>• Preamble to the Constitution, primary sources</li> <li>• Rights and responsibilities</li> </ul> <b>Do checks and balances work?</b> <ul style="list-style-type: none"> <li>• Absolute monarchy</li> <li>• Checks and balances, branches of government</li> <li>• The Constitution in crisis</li> </ul> <b>Does the Constitution give me rights?</b> <ul style="list-style-type: none"> <li>• Constitution, Bill of Rights applied to our lives</li> <li>• Amending the Constitution</li> <li>• Equal Rights Amendment</li> </ul> <b>What rules matter most?</b> <ul style="list-style-type: none"> <li>• Protections and limitations on freedom</li> <li>• Analyzing the school handbook</li> <li>• Creating arguments through images</li> </ul> |

# Sixth Grade

| Unit 1: Ancient Mesopotamia  | Unit 2: Ancient Egypt  | Unit 3: Ancient Indian Subcontinent  | Unit 4: Ancient China  |
|--|--|--|--|
| <b>Inquiry Question</b><br>How can we make our society more humane, ethical, and reasonable?   | <b>Inquiry Question</b><br>How can we create a legacy that has a positive impact?  | <b>Inquiry Question</b><br>How can we shape the society we want?   | <b>Inquiry Question</b><br>How can we preserve what's most important when making positive changes?   |
| <b>Description</b><br>Students learn about Mesopotamia, the first civilization, as a case study, through which they can better understand their own civilization. They consider what it means to be civilized, grappling with these definitions and their nuances during this unit. Ultimately, students take action in order to make their world more humane, ethical, and reasonable.  | <b>Description</b><br>The legacy of ancient Egypt is a source of curiosity and wonder for many. How and why did the ancient Egyptians construct those massive pyramids? Why were people mummified, and what can we learn about those individuals? This unit supports students as they dig into these and other intriguing questions, while prompting them to consider what kind of legacy they would like to create in their school, community, or world.  | <b>Description</b><br>Is it possible for young people to be change agents to help shape the society they want? Absolutely! During this unit, students explore the Vedic Age, the Mauryan Empire, and the Gupta Period. They analyze how different ideas and cultural aspects developed, spread, and evolved. Throughout their learning, students reflect upon their own skills, passions, and opportunities to discover how they, themselves, can be a change-maker in society.  | <b>Description</b><br>In a world that is constantly changing, are there aspects that will remain the same? In this unit, students explore the concepts of continuity and change through the lens of ancient China and their own lives. They also explore the themes of chaos, barriers, and connections, and how these contribute to changes within society, as well as within ourselves. Finally, students reflect on how they are able to preserve what's most important while also exploring new ideas.   |
| <b>Investigation Modules</b><br><br><b>What conditions are necessary for settled society?</b> <ul style="list-style-type: none"> <li>• Hunter-gatherers, paleolithic era</li> <li>• River valleys, Fertile Crescent</li> <li>• Farming, climate challenges</li> </ul> <b>How does innovation drive civilization?</b> <ul style="list-style-type: none"> <li>• Development of cities, public works</li> <li>• Technology, art, architecture</li> <li>• Specialization, division of labor</li> </ul> <b>Is social structure necessary?</b> <ul style="list-style-type: none"> <li>• Government and laws</li> <li>• Religion and belief systems</li> <li>• Social class, segregation</li> </ul> <b>What is the power of the written word?</b> <ul style="list-style-type: none"> <li>• Cuneiform, functions of writing,</li> <li>• Hammurabi's Code, writing and power</li> <li>• Writing and social class</li> </ul> | <b>Investigation Modules</b><br><br><b>How are legacies created?</b> <ul style="list-style-type: none"> <li>• Ancient Egyptian accomplishments</li> <li>• Pyramids of Ancient Egypt</li> <li>• Ancient Egyptian hieroglyphics</li> </ul> <b>How do our surroundings impact our legacies?</b> <ul style="list-style-type: none"> <li>• Analyzing maps of the region</li> <li>• The Nile River</li> <li>• Agriculture in Ancient Egypt</li> </ul> <b>Who is reflected in a legacy?</b> <ul style="list-style-type: none"> <li>• Social pyramids</li> <li>• Monuments and legacies</li> <li>• Monument proposal</li> </ul> <b>How do beliefs shape legacies?</b> <ul style="list-style-type: none"> <li>• Beliefs about the afterlife</li> <li>• Burial practices</li> <li>• Impact of beliefs on legacies</li> </ul> | <b>Investigation Modules</b><br><br><b>What can an ancient civilization teach us about how communities might work together?</b> <ul style="list-style-type: none"> <li>• Geography of Indian Subcontinent</li> <li>• Intro to the Indus Valley Civilization</li> <li>• Archaeology's role</li> </ul> <b>How can aspects of culture within a society emerge, evolve, or last?</b> <ul style="list-style-type: none"> <li>• The Vedic Age</li> <li>• Hinduism and Sanskrit</li> <li>• The Caste System</li> </ul> <b>How can a leader influence society?</b> <ul style="list-style-type: none"> <li>• Jainism and Buddhism</li> <li>• Mauryan Empire</li> <li>• Characteristics of historic leaders</li> </ul> <b>How can we help new ideas flourish?</b> <ul style="list-style-type: none"> <li>• The Gupta Period</li> <li>• Comparison of various Golden Ages</li> <li>• Innovations in art, math, and science</li> </ul> | <b>Investigation Modules</b><br><br><b>How can things change while staying the same?</b> <ul style="list-style-type: none"> <li>• Geographic isolation of China</li> <li>• Dynastic cycles/timeline</li> <li>• Mandate of Heaven</li> </ul> <b>How does chaos lead to continuity and change?</b> <ul style="list-style-type: none"> <li>• Warring States Period</li> <li>• Legalism, Daoism, Confucianism</li> <li>• Role of rules in society</li> </ul> <b>How do barriers lead to continuity and change?</b> <ul style="list-style-type: none"> <li>• Qin Shihuangdi</li> <li>• Qin dynasty</li> <li>• Great Wall and Terra Cotta Army</li> </ul> <b>How do connections lead to continuity and change?</b> <ul style="list-style-type: none"> <li>• Han dynasty</li> <li>• The Silk Road</li> <li>• Globalization</li> </ul> |