TITLE PAGE

Cool Visual Image

Developed by, Author



Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

College, Career & Civic Life: C3 Framework for Social Studies State Standards



| Compelling Question |  | | |
| --- | --- | --- | --- |
| Social Studies & ELA Standards |  | | |
| Why Inquire into this Topic? |  | | |
| **Supporting**  **Question 1** | | **Supporting**  **Question 2** | **Supporting**  **Question 3** |
|  | |  |  |
| **Featured Sources** | | **Featured Sources** | **Featured Sources** |
|  | |  |  |
| **Engaging with Source Materials**  **Using Disciplinary Skills** | | **Engaging with Source Materials**  **Using Disciplinary Skills** | **Engaging with Source Materials**  **Using Disciplinary Skills** |
|  | |  |  |
| Important Academic Vocabulary | The following terms appear bold in the inquiry. These terms should be taught, reinforced, and applied by students in discussions and in writing. | | |
| Hook |  | | |
| Summative  Performance Task |  | | |
| Taking Informed Action |  | | |
| Additional Background & Related Readings  (hyperlinked when possible) |  | | |
| In the pages that follow, each supporting question will be accompanied by source material, questions, and tasks that provide students opportunity to engage with the content and interact with one another to make meaning and form an answer to the question. Some supporting questions may require only a single source of inquiry, while others may require multiple sources and perspectives.  Following an inquiry into the supporting questions, students’ knowledge, skills and disciplinary thinking will be assessed with a performance task. Students will also be provided opportunities to take informed civic action. Background texts as well as extension texts are highlighted above and offer opportunities for a class or individual students to learn more deeply about the focus of this inquiry. | | | |

The

Question 1, Source A, B, C…

|  |  |
| --- | --- |
| Compelling Question | Supporting Question |
|  |  |
| Engaging with the Source Instructions  Include basic instructions here. Hyperlink all documents, handouts, PowerPoint presentations, audio/visual clips, etc. These must be saved as a public link. | |
| Source Citation: Hyperlink it here using instructions | |

--add page breaks between each source

--no source should take more than one page