

# My Team and Self

## INQUIRY QUESTION

How can we unite to build a powerful class community?

## INQUIRY PRODUCT

3D Product

## DESCRIPTION

Successful teams can do just about anything. But to understand what you can accomplish as a team, you need to understand who makes up the team, how those individuals can work together, and how diversity makes a team more powerful. In this Inquiry, students explore essential elements of personal identity in order to help them recognize how they can contribute to their class community and their own learning. Then, they identify opportunities for teamwork so they can work together to accomplish something amazing.

## Launch

### Module 1 Launch the Inquiry

Students begin the Inquiry with an engaging, thought-provoking activity to hook them into the inquiry process. They are introduced to the Inquiry Question and their initial Investigation Questions begin to surface. There is no pre-teaching required to start students on their inquiry journey.

### Objectives

- Generate ideas about the importance of teamwork
- Generate meaningful questions about how students can unite and use teamwork to build a powerful class community with support of question words (Who, What, Where, When, Why, How)
- Evaluate and select Investigation Questions

## Lesson and Description

## Objectives

**CORE** 1. Hook: Why Teamwork?  
Students consider what a team is and why teamwork is important, then think about times when they have been part of a team. They examine a text to learn how team unity makes communities more powerful.

- Gather information from a text about aspects of teamwork
- Generate ideas about why teamwork is important
- Exchange ideas through discussion

**CORE** 2. Generating Investigation Questions  
Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration of how they can unite to build a powerful class community.

- Generate meaningful questions about how students can work together to build a powerful community with support of question words (Who, What, Where, When, Why, How)
- Collaboratively evaluate and select Investigation Questions

## Investigation



## Module 2 Who am I?

Students investigate the many aspects of personal identity and how their unique traits contribute to the class community. They study famous self-portraits that highlight both outer and inner characteristics, then create self-portraits to reflect their own identity. They describe how their outer features and inner characteristics, such as interests and personality traits, make up who they are.

### Objectives

- Represent aspects of identity in pictures and words
- Recognize that learning about their own identities and the identities of others benefits the class community
- Engage in collaborative discussion

### Checkpoint Assessment

- Review the [My Self-Portrait handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Evidence-based observations about sources
  - Identification and representation of aspects of personal identity
  - Affirming language to describe differences
  - Examples of how self-expression builds community
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p><b>CORE</b> 1. The Story in a Self-Portrait Students begin their investigation of team-building by developing an appreciation for the unique identities of themselves and others. They explore how self-portraits can be used to tell one's story, first by analyzing famous artworks and then brainstorming ideas for their own.</p>	<ul style="list-style-type: none"><li>• Generate observations and questions about an historical source (self-portrait)</li><li>• Identify and represent aspects of personal identity (features and interests)</li><li>• Exchange ideas through discussion</li></ul>
<p><b>EXT</b> 2. Colors of Us Students explore how communities are made up of diverse people. They consider positive and affirming ways to discuss differences like skin tone. They are given an opportunity to notice the many different skin tones in the class and how diversity is a wonderful part of communities.</p>	<ul style="list-style-type: none"><li>• Analyze text for descriptions of skin tones</li><li>• Recognize that differences, such as skin tone, are a special part of being in a community</li><li>• Represent skin tone using positive language</li><li>• Exchange ideas through discussion</li></ul>
<p><b>EXT</b> 3. Who We Are Inside Students explore family and culture as aspects of identity. They create a representation of who or what they hold in their hearts to share another layer of their identity to strengthen their connections to others in the community.</p>	<ul style="list-style-type: none"><li>• Gather information from a text about aspects of personal identity</li><li>• Recognize and show respect for differences in family structures and cultural practices</li><li>• Represent personal connections to people, places, and things</li><li>• Exchange ideas through discussion</li></ul>



**CORE** 4. Drawing Self-Portraits **CHECKPOINT ASSESSMENT**

Students reflect on aspects of personal identity by creating a self-portrait. They draw upon evidence gathered during the module to identify and depict physical features and personal interests or qualities that best represent what makes them unique.

- Identify physical features that make them unique
- Identify non-physical aspects of identity (likes, interests, family, culture, etc.) that make them unique
- Create a representation of personal identity (self-portrait)
- Exchange ideas through discussion

**CORE** 5. Celebrating Who I Am  
Students share self-portraits to learn more about one another's identity and interests. They reflect on how understanding each individual in the class more fully can contribute to strengthening the community.

- Describe how physical characteristics, self, family, culture, and other aspects of identity are represented in the work
- Recognize that learning about each other is important to understanding one another
- Recognize that knowing who they are benefits the community
- Exchange ideas through discussion

**Module 3** What strengths do I bring to my community?

Students explore how diversity and difference make for a more vibrant, powerful learning community. They identify individual strengths in themselves and others, and consider how each contributes to the larger classroom community. Students also identify habits and mindsets that contribute to growth and self-esteem. They practice using words and actions that show acceptance, respect, and appreciation for differences, both in themselves and others.

**Objectives**

- Gather information about individual and collective strengths
- Represent one's own strengths, as well as those of others
- Describe actions that reflect acceptance of self and others
- Explain how each member of the class can contribute to the community
- Engage in collaborative dialogue

**Checkpoint Assessment**

- Review the [Special Strengths handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Identification of strengths in self and others
  - Descriptions of how strengths can benefit the class community
  - Descriptions of actions that show acceptance and respect
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

**Lesson and Description**

**Objectives**

**CORE** 1. The Power of Believing in Myself  
Students learn about the importance of knowing and growing one's strengths. They identify some of the abilities or qualities that they take pride in, and consider how these personal strengths might benefit the larger community.

- Analyze key details in the text and illustrations to identify evidence about strengths and self-esteem
- Recognize their own strengths (qualities and abilities)
- Describe how people can develop their strengths
- Exchange ideas through discussion



**EXT** 2. We Are Enough

Students investigate the importance of being true to one's self and how nurturing everyone's unique strengths enhances the class community. They examine a text to learn about how nurturing strengths requires self-acceptance and showing acceptance to others.

- Gather information about strengths that benefit individuals and the community
- Recognize that each person has unique strengths to offer
- Describe words and actions that show acceptance and respect for others
- Engage in collaborative discussion

**CORE** 3. Seeing Strengths in Differences

Students go beyond accepting differences to recognizing that differences can be strengths. They read about Temple Grandin and explore how her unique ways of thinking and doing things allowed her to change the world for the better.

- Analyze a biography to gather information about unique strengths that benefit an individual or community
- Recognize that each person possesses unique strengths that benefit a community
- Engage in collaborative discussion

**CORE** 4. Our Powerful Classmates

Students think about the different special things classmates contribute to make the community more powerful. They discuss with their classmates what makes a certain classmate special. Based on their discussions and their own ideas, they create a symbol to celebrate what others see and value in this classmate.

- Describe individual strengths of classmates
- Visually represent the strengths of classmates
- Engage in collaborative discussion

5. Special

**CORE** Strengths

**CHECKPOINT ASSESSMENT**

Partner Critique

Students are introduced to the basics of critique (giving and receiving warm and suggestion feedback) with a low-stakes critique of teacher work. Then, they provide feedback to one another before applying the feedback they received and revising their work.

- Analyze progress and identify if a particular Criterion is being met in a piece of work
- Give meaningful critique feedback with increasing independence
- Engage effectively in group discussion
- Set and work toward goals

**Module 4** What does it take to work as a team?

Students explore the types of behaviors and mindsets associated with teamwork. They examine what teamwork looks like (such as cooperation and assigning roles) and what teamwork sounds like (sharing ideas, expressing oneself, and disagreeing). By understanding how teammates can function together, they will be better prepared to plan and take action as a team.

**Objectives**

- Identify key characteristics of teamwork
- Analyze sources to gather evidence about teamwork
- Describe the benefits of cooperation and communication in teamwork
- Use evidence to draw conclusions about behaviors and mindsets essential for teamwork

**Checkpoint Assessment**

- Review the [Being a Team handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Descriptions of behaviors or mindsets that advance teamwork (taking turns, sharing, communicating by exchanging ideas or opinions and disagreeing respectfully, managing emotions)
  - Support of responses with evidence from sources
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)



Lesson and Description	Objectives
<p><b>CORE</b> 1. Let's Work Together! Students examine multiple sources to explore the benefits of working as a team. They analyze what teamwork looks and sounds like, and how teams use cooperation to meet their common goal.</p>	<ul style="list-style-type: none"> <li>• Identify key characteristics of teamwork</li> <li>• Analyze sources to gather evidence about teamwork</li> <li>• Make observation-based inferences about behaviors that contribute to the success of a team</li> </ul>
<p><b>EXT</b> 2. Cooperating as a Team Students explore the concepts of cooperation and teamwork. They analyze what it looks like to cooperate, including possible benefits, and use a game to examine how cooperation improved the outcome of the activity.</p>	<ul style="list-style-type: none"> <li>• Analyze impact of cooperation</li> <li>• Explain how cooperation is important for the success of the class team</li> <li>• Collaborate with peers to accomplish a goal</li> </ul>
<p><b>EXT</b> 3. My Powerful Emotions Students explore how they control their emotions. They practice recognizing and expressing how they feel to support their own learning and to foster healthy teamwork, which can help them navigate choices and relationships with their team.</p>	<ul style="list-style-type: none"> <li>• Describe the connections between emotions and the brain</li> <li>• Analyze scenarios to identify emotional triggers and healthy responses</li> <li>• Draw connections between regulating one's emotions and contributing to the classroom community</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>CORE</b> 4. Communicating as a Team Students explore how differing opinions, and even disagreements, are important to building a productive team. They practice sharing their opinions and learn how to disagree with someone respectfully, which is a skill that benefits teamwork.</p>	<ul style="list-style-type: none"> <li>• Analyze the benefits of communication in teamwork</li> <li>• Practice sharing ideas and opinions respectfully</li> <li>• Recognize the role of healthy disagreement for teams</li> <li>• Self-assess cooperative skills</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>CORE</b> 5. Reflecting on Teamwork <b>CHECKPOINT ASSESSMENT</b> Students complete this module by reflecting on what teamwork means to them. They revisit all of the positive ways to be a part of a team, including what teamwork looks, sounds, and feels like.</p>	<ul style="list-style-type: none"> <li>• Identify key characteristics of teamwork</li> <li>• Use evidence to draw conclusions about behaviors and mindsets essential for teamwork</li> <li>• Exchange ideas through discussion</li> </ul>

**Module 5** How does working together help us meet a goal?

Students discover the importance of combining their strengths to build a successful class team. They complete a team-building exercise and explore the gifts they each have to share, culminating in the creation of a claim about what their class team can accomplish when they combine their strengths, or gifts, to the class. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

**Objectives**



- Investigate how roles, skills, or jobs can combine to make a successful team
- Analyze the benefits of teamwork
- Use evidence to support a claim about the benefits of teamwork
- Collaborate with peers
- Generate ideas for challenges or opportunities that they might address as a team

### Checkpoint Assessment

- Review the [United We Can Claim handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Descriptions of how roles, skills, or jobs can combine to make a successful team
  - Identification of benefits of being on a team
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p><b>CORE</b> 1. Different Skills Make a Team Stronger Students investigate how differing skills among team members are important to the group. They investigate the Apollo 11 mission through primary sources to draw conclusions about contributing different skills to accomplish a shared goal. Then, they apply this thinking to their own class community.</p>	<ul style="list-style-type: none"> <li>• Analyze primary sources about the Apollo 11 mission</li> <li>• Investigate how different skills can benefit a team</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>CORE</b> 2. What I Bring to the Team (Part 1) Students explore the idea that each unique team member contributes a necessary component to achieving a goal and consider their own unique gifts that they contribute to the team.</p>	<ul style="list-style-type: none"> <li>• Identify traits, abilities, or strengths that they bring to the team</li> <li>• Explain how combining diverse gifts benefits a team</li> <li>• Exchange ideas through discussion</li> </ul>
<p><b>EXT</b> 3. What I Bring to the Team (Part 2) Students conduct a deeper investigation of strengths and differences among their peers and how they work together to be a powerful team. They share the gifts that they have identified and begin to examine how those gifts can be used within their class community.</p>	<ul style="list-style-type: none"> <li>• Identify traits, abilities, or strengths that they bring to the team</li> <li>• Explain how combining diverse gifts benefits a team</li> <li>• Engage in collaborative discussion</li> </ul>
<p><b>CORE</b> 4. Synthesizing Findings and Drawing Conclusions <b>CHECKPOINT ASSESSMENT</b> Students make a claim about what they can accomplish when they combine their gifts. Then, they review their learning from this Inquiry as they prepare to design an authentic product in response to the Inquiry Question.</p>	<ul style="list-style-type: none"> <li>• Use evidence to support a claim about the benefits of teamwork</li> <li>• Identify challenges or opportunities related to the Inquiry Question and the learning of the unit</li> <li>• Synthesize learning through discussion</li> <li>• Collaborate with a partner to combine gifts</li> </ul>





**CORE**

## 5. Constructing the Inquiry Challenge Statement

In this pivotal lesson, students transition from investigation to action. They consider the content they have explored, the relevant knowledge they have gained, and the questions they have asked (acknowledging that some may have remained unanswered and new questions may have emerged) to decide how to create an Inquiry Product that has an authentic impact.

- Reflect on learning about navigating school to identify problems and opportunities in their school community
- Construct an Inquiry Challenge Statement that will guide them in taking informed action
- Engage in collaborative discussion

## Take Action

### Module 6 Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during their inquiry journey.

### Objectives

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

### Checkpoint Assessment

- Review students' final Inquiry Products using your customized [Inquiry Product rubric](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
  - Examples to identify what makes the work strong or areas for improvement
  - Explanation of connection between work and Inquiry Product rubric Success Criteria
  - Progress toward Inquiry Product rubric Success Criteria
  - Feedback that is kind, helpful, and specific
  - Demonstration of growth mindset by accepting and considering feedback
  - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

## Lesson and Description

## Objectives

**CORE**

## 1. Brainstorm: Comparing Models to Develop Success Criteria

Students compare models of the products they will create, identifying specific elements that make these examples successful and generating ideas for Success Criteria that they can use to guide and evaluate their own work.

- Critically analyze models to identify what makes a product successful or unsuccessful
- Generate ideas for Success Criteria
- Engage in collaborative discussion



<p><b>EXT</b> 2. Brainstorm: Team Norms Students work together to define what they need from each other to be successful as a team, whether that team is the whole class or their Inquiry Product Group. This lesson helps students develop awareness of how they collaborate with others and to form a common language to use when challenges arise.</p>	<ul style="list-style-type: none"> <li>• Generate ideas about effective team dynamics</li> <li>• Select ideas to generate team norms</li> <li>• Engage in collaborative discussion</li> </ul>
<p><b>CORE</b> 3. Brainstorm: Generating Ideas for the Work Students generate, evaluate, and select ideas for the content of their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.</p>	<ul style="list-style-type: none"> <li>• Generate ideas for the content of the Inquiry Product</li> <li>• Evaluate and select ideas for an effective product using Success Criteria in the <a href="#">Inquiry Product rubric</a>, and any constraints, as a guide</li> <li>• Give meaningful feedback to peers</li> <li>• Use feedback to develop work</li> </ul>
<p><b>CORE</b> 4. Prototype: Creating a Concept Drawing Prototyping, or creating a rough draft, is the next step in the design process. For 3D works, the prototype is a design on paper. Students use the ideas that they generated in the brainstorm session to create a concept drawing – which may show multiple angles and include details like dimensions or proposed materials – in order to plan its 3D form.</p>	<ul style="list-style-type: none"> <li>• Design and create a draft product to address the Inquiry Challenge</li> <li>• Explore a variety of solutions for the most effective product</li> </ul>
<p><b>CORE</b> 5. Improve: Critiquing Rough Drafts Students use a small-group critique protocol to give and receive kind, helpful, and specific feedback on their rough drafts. They use this feedback to identify next steps in their work.</p>	<ul style="list-style-type: none"> <li>• Give meaningful critique feedback</li> <li>• Accept and use feedback to form a revision plan</li> <li>• Engage effectively in group discussion</li> </ul>
<p><b>CORE</b> 6. Improve: Developing the Work In this teacher-guided work session, students apply critique feedback to develop the next draft of their work. If needed, this lesson could be repeated to allow for multiple work sessions.</p>	<ul style="list-style-type: none"> <li>• Take ownership of work in terms of quality, degree of challenge, revision, and completion</li> </ul>
<p><b>EXT</b> 7. Share: Crafting a Maker Statement Students develop written Maker Statements to explain the ideas behind their work. Maker Statements enable students to describe their work in more detail to their audience. In addition, a written explanation of the work can provide the teacher with additional assessment insights.</p>	<ul style="list-style-type: none"> <li>• Explain the meaning and purpose of the work</li> <li>• Use criteria to evaluate and improve work</li> </ul>





**EXT****8. Share: Practicing to Present the Work**

Students practice talking about their work to prepare them to present, either formally or informally. They also give and receive feedback in order to help strengthen their ability to present. The resulting verbal explanations of the work can provide the teacher with additional assessment insights.

- Practice and reflect upon ability to present work
- Give meaningful feedback to peers
- Engage effectively in group discussion

**CORE****9. Reflect: Revisiting the Inquiry Challenge**

Students reflect on the Inquiry as a whole now that they have shared their completed Inquiry Products. They reflect upon their successes, struggles, and strides by revisiting content and skills that were the focus of the Inquiry. In doing so, students lay a groundwork for continued growth in future projects.

- Identify successes, struggles, and personal growth
- Reflect on the degree to which the project was successful in meeting the overall goal

