

Families Near and Far

INQUIRY QUESTION

How can we bring families together to form stronger communities?

INQUIRY PRODUCT

3D Product

DESCRIPTION

A family can take many forms; there's no single definition or structure. In this Inquiry, students work together to build an inclusive understanding of family while identifying the various roles and responsibilities that contribute to a family. They explore what makes their family unique as they develop a mindset of curiosity and appreciation for differences they may encounter among various families and cultures.

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

- Compare and contrast perspectives
- Generate meaningful questions about families
- Differentiate between closed-ended and open-ended questions

Lesson and Description

Objectives

CORE 1. Hook: Unique Individuals, Unique Families
Students launch an investigation into how different families can work together to strengthen their community. They read a text to inspire them to think about their role and examine how the families in the story work together to solve a problem.

- Compare and contrast their perspectives to others
- Use action-oriented traits to describe themselves
- Collaborate with peers

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 families can come together to strengthen their communities.

- Generate meaningful questions about families in a community with support of question words (Who, What, Where, When, Why, How)
- Collaboratively evaluate and select Investigation Questions

Investigation



Module 2 How are families similar and different?

Students develop their ability to compare and contrast through an exploration of family characteristics. They learn to appreciate the aspects that their families have in common with other families, alongside the ones that make their families unique, thus forming a basis for understanding how a community can be strengthened by the presence of many different kinds of families.

Objectives

- Describe how families are similar and different
- Represent their own family in words and images
- Recognize and appreciate that there are many different ways to be a family

Checkpoint Assessment

- Review the [My Special Family Quilt Square handout](#)
- Track your observations of students over the course of the module's activities and interactions; look and listen for:
 - Identification of similarities or differences between families
 - Use of evidence from a source to describe different ways to be a family (structure, activities, etc.)
 - Use of applicable symbols to illustrate statements
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Exploring Family Structures Students begin to explore and appreciate the similarities and differences in family structures. They use their knowledge to celebrate the unique structure of their own family as well as the unique structures of their classmates' families.</p>	<ul style="list-style-type: none">• Gather information from a text and classmates to learn about families• Ask and answer questions about key details, events, or information in a text• Represent their families using words and images• Exchange ideas through discussion
<p>EXT 2. Similar and Different DISTRICT REQUIRED Students analyze key details in an informational text to learn how to identify similarities and differences. Then, they work with a partner to learn about the similarities and differences between families.</p>	<ul style="list-style-type: none">• Exchange ideas through discussion• Ask and answer questions about how families are similar and different• Describe family characteristics• Compare and contrast key details from images
<p>CORE 3. Comparing and Contrasting Families Students continue to find common ground with one another and identify what makes their families unique. They practice their compare and contrast skills while reading to identify similarities and differences.</p>	<ul style="list-style-type: none">• Compare and contrast families from diverse communities around the world• Analyze images and text to identify cultural and environmental characteristics of places around the world• Exchange ideas through discussion
<p>EXT 4. Families Are Unique Students continue to find common ground and celebrate differences among their families. They read a book to start a conversation about their own families. Students recognize that there are many ways to be a family, and practice analyzing key details.</p>	<ul style="list-style-type: none">• Make inferences about families based on text evidence• Draw conclusions to identify similar and unique characteristics between families• Recognize that there are some similarities and differences between all families• Exchange ideas through discussion



CORE 5. My Family Is Special **CHECKPOINT ASSESSMENT**

Students reflect upon their learning throughout the exploration of this module and share what makes their families special. They complete quilt squares that describe, illustrate, and celebrate their unique families.

- Reflect upon learning to draw conclusions about similarities and differences between families
- Create a representation of their family using words and images
- Present work to classmates
- Engage in collaborative discussion

Module 3 Why do families share traditions?

Students explore a variety of family traditions and develop an inclusive definition of “tradition” as a class. They identify and appreciate their own unique family traditions, and explore how traditions connect us to people, places, and the past. Then, they reflect upon how traditions can bring families and communities closer together.

Objectives

- Identify and describe traditions
- Analyze evidence from multiple sources
- Describe and reflect on personal family traditions
- Explain how family traditions can help us understand and stay connected to our families, cultures, and communities

Checkpoint Assessment

- Review the [Family Tradition Quilt Square](#) [handout](#)
- Track your observations of students over the course of the module’s activities and interactions; look and listen for:
 - Identification of similarities or differences between traditions
 - Use of evidence from a source to identify or describe traditions
 - An example to describe why traditions are important (connect us to people, places, heritage, culture, the past)

Lesson and Description	Objectives
<p>CORE 1. Special Items and Traditions</p> <p>Students investigate special items and days, considering how traditions connect people to places, events, and past generations. They analyze sources to determine the importance of traditions and the role they play in their own lives and families.</p>	<ul style="list-style-type: none"> • Gather evidence from different sources to identify or describe traditions • Explain how traditions can connect people to the past and older generations • Describe some different customs connected to a family tradition • Exchange ideas through discussion
<p>EXT 2. Reading About Traditions</p> <p>Students read an informational text to learn more about traditions. They use key details, images, and vocabulary to identify evidence of traditions, and begin to think of examples of their own traditions.</p>	<ul style="list-style-type: none"> • Gather information from an informational text about traditions • Use evidence to investigate and draw conclusions about traditions • Make text-to-self connections • Exchange ideas through discussion



EXT 3. Holiday Traditions
Students learn about Independence Day to investigate holiday traditions. They read a text to identify and classify evidence about the traits and roles of holidays. Then, they draw connections to a different holiday they celebrate.

- Identify and analyze key details in an informational text
- Use evidence to describe the role of traditions in holidays
- Describe and compare details about holiday traditions
- Exchange ideas through discussion

CORE 4. Food Traditions
Students investigate how food can be an important part of family traditions that help people stay connected to, better understand, and appreciate their unique families, cultures, and communities. They consider how an individual can participate in several traditions, even ones from other cultures.

- Explain how family traditions can help people understand and stay connected to their unique families, cultures, and communities
- Compare traditional foods of different places
- Explain why foods can be an important tradition
- Connect the text to self by describing a personal food tradition

CORE 5. Identifying Traditions
Students examine a text to learn that traditions can be a part of everyday life and can be celebrated by different groups in different ways. Then, they begin to generate ideas around special traditions they have in their own families.

- Use evidence from a text to gather information about traditions
- Describe events or activities that take place in their own families that could be considered traditions
- Exchange ideas through discussion

CORE 6. Reflecting on Our Own Traditions **CHECKPOINT ASSESSMENT**
Students reflect on the idea of traditions, why families share them, and why they are important by describing their own family traditions. Then, they consider how traditions can bring families and communities together.

- Create a representation of a tradition using words and images
- Use evidence to explain the importance of a tradition
- Present work to classmates
- Exchange ideas through discussion

Module 4 How can family members take care of one another?

Students explore how family members care for one another and the roles they play in meeting shared needs and wants. They explore the different roles and responsibilities family members can have and reflect upon their own unique family roles and responsibilities. As students learn to value all of the ways that the people in our families contribute to our overall well-being, they are better able to see how families are the building blocks for stronger communities.

Objectives

- Identify the different roles and responsibilities people may have in a family
- Recognize the difference between needs and wants
- Describe how family members meet one another's needs and wants

Checkpoint Assessment

Review the [Comic Strip handout](#)

Track your observations of students over the course of the module's activities and interactions; look and listen for:

- Explanations of how a role or responsibility helps meet needs or wants
- Use of evidence when identifying or describing key concepts (roles or responsibilities)



Lesson and Description	Objectives
<p>CORE 1. Defining Family Needs and Wants Students work to define the terms “needs” and “wants,” then apply them to family dynamics. They examine things they are already familiar with to learn how to distinguish between needs and wants.</p>	<ul style="list-style-type: none"> • Recognize that people have basic needs (food, shelter, clothing) and wants (toys, games, treats) • Distinguish between needs and wants • Explain how they and their family members meet one another’s needs • Exchange ideas through discussion
<p>CORE 2. Exploring Roles and Responsibilities Students explore the important roles and responsibilities that family members have, and discover how these can differ among families. They share a personal responsibility, then identify similarities and differences between other responsibilities.</p>	<ul style="list-style-type: none"> • Identify the different roles and responsibilities people may have in a family • Classify roles and responsibilities that are their own and those that belong to other family members • Describe how family members help one another meet needs (food, shelter, clothing, companionship, love, care, protection) • Exchange ideas through discussion
<p>EXT 3. Family Roles Changing Over Time Students examine a book to explore how family roles and responsibilities evolve over time. They also reflect on and discuss their own changing roles and responsibilities at home.</p>	<ul style="list-style-type: none"> • Analyze key details in a text to identify evidence and draw conclusions • Explain how and why family roles may change over time • Connect to text and discussion by describing their own changing roles • Exchange ideas through discussion
<p>CORE 4. Helping Out at Home CHECKPOINT ASSESSMENT Students create a Comic Strip that demonstrates a role or responsibility that helps meet a need or want within their families. The creation of their own Comic Strip offers an opportunity to describe an idea in writing and support it with drawings.</p>	<ul style="list-style-type: none"> • Visually represent a chronological sequence of events • Describe a helpful action (role or responsibility) • Explain how this action will help meet needs or wants • Create drawings to support writing • Exchange ideas through discussion
<p>CORE 5. Comic Strip Partner Critique Students are introduced to the basics of critique (giving and receiving warm, cool, 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.</p>	<ul style="list-style-type: none"> • Analyze progress and identify if a particular Criterion is being met in a piece of work • Give meaningful critique feedback with increasing independence • Set and work toward goals • Engage in collaborative discussion

Module 5 What does diversity bring to our community?

Students explore the value of living in diverse communities and examine how families with different structures, traditions, cultures, and backgrounds can work together to make their communities stronger. Students conclude this module by reviewing the key learning from the Inquiry to help them prepare to take action. They 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



- Explain how differences are valuable
- Explain how people can respond to differences (by causing conflict or welcoming new and positive experiences)
- Identify challenges and opportunities for action

Checkpoint Assessment

- Review the [Appreciating Differences handout](#)
- Track your observations of students over the course of the module’s activities and interactions; look and listen for:
 - Identification of examples of diversity
 - Examples of why or how differences are valuable
 - Use of evidence when describing the impact of diversity on a community
 - Responses to differences that show kindness, curiosity, and acceptance
 - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Defining Diversity</p> <p>Students use shapes to explore the concept of diversity and its benefits through a cooperative activity. They build on this introductory idea through a read-aloud to consider how diversity can strengthen a community.</p>	<ul style="list-style-type: none"> • Identify examples of diversity in text and illustration • Exchange ideas through discussion
<p>EXT 2. How Differences Enrich a Community</p> <p>Students explore the benefits of living in diverse communities by examining diversity of food within a community. Then, they represent and share an example of a time they tried something new in their community to deepen their understanding about the value of diversity.</p>	<ul style="list-style-type: none"> • Explore how people benefit from diverse communities • Represent special aspects of their own community • Make connections between the text and their own experiences with differences in their community • Use details from text and illustrations to support points made in discussion
<p>CORE 3. Responding to Differences</p> <p>Students explore how individuals and communities can address problems that may arise as a result of differences. They read a narrative to generate ideas for recognizing and solving problems. Then, they discuss how differences can either lead to conflict or enrich our lives.</p>	<ul style="list-style-type: none"> • Explain how differences can lead to new and positive experiences instead of conflict • Use key details in illustrations to explore differences, problems, and solutions • Discuss characters and events and how they relate to the concept of diversity • Identify problems and solutions in their own context
<p>EXT 4. Working Together</p> <p>Students read a story to learn about people from different families who came together to solve a problem in their community. They explore illustrations within the story to find examples of how characters use different skills to work together to improve their community and help one another.</p>	<ul style="list-style-type: none"> • Discuss the benefit of diversity in communities • Use key details in illustrations to retell the positive change in the community • Create a representation of community change • Exchange ideas through discussion



CORE 5. Reflecting on Family Findings **CHECKPOINT ASSESSMENT**

Students review their learning from this Inquiry as they prepare to design an authentic product in response to their Inquiry Question. They brainstorm ideas about needs and opportunities within their own community.

- Explain how diversity can strengthen a group
- Explain how people can respond to differences
- Identify challenges and opportunities in their community
- Collaborate with peers to prioritize ideas

CORE 6. 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 families to identify problems and opportunities in the world around them
- Construct an Inquiry Challenge Statement that will guide them in taking informed action
- Collaborate with peers

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



<p>CORE 1. Brainstorm: Comparing Models to Develop Success Criteria</p> <p>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.</p>	<ul style="list-style-type: none"> • Critically analyze models to identify what makes a product successful or unsuccessful • Generate ideas for Success Criteria • Engage in collaborative discussion
<p>EXT 2. Brainstorm: Team Norms</p> <p>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"> • Generate ideas about effective team dynamics • Select ideas to generate team norms • Engage in collaborative discussion
<p>CORE 3. Brainstorm: Generating Ideas for the Work</p> <p>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"> • Generate ideas for the content of the Inquiry Product • Evaluate and select ideas for an effective product using Success Criteria in the Inquiry Product rubric, and any constraints, as a guide • Give meaningful feedback to peers • Use feedback to develop work
<p>CORE 4. Prototype: Creating a Concept Drawing</p> <p>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"> • Design and create a draft product to address the Inquiry Challenge • Explore a variety of solutions for the most effective product
<p>CORE 5. Improve: Critiquing Rough Drafts</p> <p>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"> • Give meaningful critique feedback • Accept and use feedback to form a revision plan • Engage effectively in group discussion
<p>CORE 6. Improve: Developing the Work</p> <p>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"> • Take ownership of work in terms of quality, degree of challenge, revision, and completion



<p>EXT 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">• Explain the meaning and purpose of the work• Use criteria to evaluate and improve work
<p>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.</p>	<ul style="list-style-type: none">• Practice and reflect upon ability to present work• Give meaningful feedback to peers• Engage effectively in group discussion
<p>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.</p>	<ul style="list-style-type: none">• Identify successes, struggles, and personal growth• Reflect on the degree to which the project was successful in meeting the overall goal

