

**Inquiry Design Model (IDM) Blueprint™**

<b>Compelling Question</b>	Do we need a common national identity?		
<b>Standards and Practices</b>	<i>Ohio Social Studies Standards, 8<sup>th</sup> Grade (2018 edition)</i> Standard 19: Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals		
<b>Staging the Question</b>	<p>Have a group discussion over the question “What does it mean to be American?” Elicit responses from students about what they think “being American” is. Write answers on the board.</p> <p>Show students several images (American Flag, Statue of Liberty, Olympics, Eiffel tower, McDonalds, NFL/MLB, apple pie, fashion, etc). Students will do a quick informal discussion to determine if the images represent America. Why or why not.</p> <p>Graffiti wall review: For this collaborative activity, start out by writing an open-ended question at the top of each piece of chart paper. Your questions should be about the American Revolution, Constitution, Declaration of Independence, War of 1812, and Push-Pull factors. This activity allows students to brainstorm and talk about prior knowledge that will be helpful for the lesson. Try to keep groups small and after about two minutes rotate the chart paper.</p>		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
What is nationalism?	What historical developments helped form a common national identity.	What impact have immigrants had on American Identity?	What are some effects of assimilation?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Create a poster that represents nationalism. The poster should have a definition, image, and slogan that represents nationalism.	<p>Create a timeline of historical events that led to a national identity and identify the democratic ideal that correlates with each event.</p> <p>Event:</p> <ul style="list-style-type: none"> <li>American Revolution</li> <li>Creation of public education system</li> <li>War of 1812</li> </ul> <p>Democratic Ideals:</p> <ul style="list-style-type: none"> <li>Freedom</li> <li>Liberty</li> <li>Rights &amp; Justice</li> </ul>	Complete a chart that describes three ways in which immigrants made contributions to society. Also include three challenges immigrants faced once they arrived in America.	Write a RAFT that identifies the positives and negatives of assimilation. (See below)

Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p><a href="#">“Nationalism”, Merriam Webster Dictionary</a></p> <p><a href="#">Pledge of Allegiance</a></p> <p><a href="#">Image of Diverse Americans</a></p> <p><a href="#">Uncle Sam image</a></p>	<p><a href="#">Biography of Horace Mann</a></p> <p><a href="#">McGuffey Readers, Encyclopedia Britannica</a></p> <p><a href="#">Star-Spangled Banner</a></p>	<p><a href="#">U.S. Constitution Amendments 1, 4, 5, 6</a></p> <p><a href="#">Picture: New York City Public School No 1 Manual Training Class (Toy Making), New York State Archives</a></p> <p><a href="#">Maps: Then As Now – New York’s Shifting Ethnic Mosaic, New York Times, Jan 22, 2011</a></p> <p><a href="#">Declaration of Independence (1<sup>st</sup> Paragraph)</a></p> <p><a href="#">The Great Fear of the Period That Uncle Sam May Be Swallowed by Foreigners</a></p> <p><a href="#">Alien and Sedition Acts (1798)</a></p>	<p><a href="#">Collection of Poems on Immigration, Poetry Foundation</a></p> <p><a href="#">Immigrant Blues, Li-Young Lee</a></p> <p><a href="#">Plains Indians moccasins</a></p> <p><a href="#">Handbook for Immigrants (c. 1850), Many Voices, One Nation exhibit, National Museum of American History</a></p>
<p><b>Summative Performance Task</b></p>	<p><b>Argument</b></p>	<p>Construct an argument with supporting evidence answer the compelling question: Do we need a common national identity? Write an editorial essay that answers the compelling question using the evidence gained through research and instruction.</p> <p>Possible student responses could include:</p> <ul style="list-style-type: none"> <li>• We <u>need</u> a common national identity because [our government sets policies that define the rights and responsibilities of American citizens.]</li> <li>• We <u>do not need</u> a common national identity because [America is a nation of immigrants.]</li> </ul>	
	<p><b>Extension</b></p>	<p>Express these arguments, for or against a national identity, in a perspective-taking exercise using the medium of Twitter.</p>	
<p><b>Taking Informed Action</b></p>	<p>Write a letter to the editor of the local newspaper supporting your stance on the reinstatement of the “citizen” box on the 2020 census. Include what it means to be a citizen and the positive and negative consequences of “checking the box” on the census.</p>		

Write a RAFT that identifies the positives and negatives of assimilation.

Based on your analysis of the primary sources, create a written project to describe how someone might feel about assimilation.

**Role:** Choose the role of a person writing this piece.

**Audience:** Choose the audience to whom you are writing

**Format:** Choose the format this writing will take

**Topic:** Topic will be assimilation and must include positive and negative aspects of assimilating within a society

Possible Roles:

- Someone part of a minority group
- Newspaper reporter
- Business owner

Possible Audiences:

- The president
- General public
- Your grandchildren telling them about your childhood

Possible Formats:

- Newspaper report/editorial
- Letter
- Children's book
- News report