



Inquiry Design Model (IDM) Blueprint™

Compelling Question	Should our individual rights change?		
Standards and Practices	<p><i>Ohio Social Studies Standards, High School Government (2018 edition)</i></p> <p>Standard 14: In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p>		
Staging the Question	<p>Present photos of protesters with posters highlighting civil rights signs from the Smithsonian Museum of American History permanent exhibit "American Democracy – A Great Leap of Faith" - based on time and space it may be used in a gallery walk format or PowerPoint presentation. Suggested items are protest images regarding the ERA, LGBTQ rights, Civil Rights, Abortion/ProChoice, etc. It is up to the instructor to decide how many images and what content of the images would best resonate with their class.</p> <p>Students will answer the following in pairs, small groups, or individually based on teacher preference to prime student inquiry. They will then share their answers with the whole class:</p> <ul style="list-style-type: none"> • Who do you think is protesting? • What do you think is being protested? • Why do you think it is being protested? • When do you think this happened? • Where do you think this happened? 		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Does where you live make a difference on what rights you have?	Who determines what our rights are?	How did the founding fathers view individual rights?	How have 20th century Americans viewed individual rights?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Make an illustration about two of the sources listed below that shows whether location determines one's rights.	Choose at least 4 of the following sources. Determine and explain in a paragraph for each source, in your opinion, whether the majority correctly decided what our rights are.	Create a chart identifying at least 4 founding fathers and their point of view on changeability of individual rights.	Examining the 3 movement from the sources, list the supporting arguments in each source for or against the individual rights movement and identify the author's position
Featured Sources	Featured Sources	Featured Sources	Featured Sources



<p>Jim Crow Laws, American Experience, PBS</p> <p>Black Code Photos from National Museum of African American History and Culture</p> <p>Santa Barbara Plastic Bag Ban Photo</p> <p>Should Sanctuary Cities Receive Federal Funding, ProCon.org, Dec 8, 2016</p>	<p>Korematsu v. United States, 323 US 214 (1944)</p> <p>Yick Wo v. Hopkins, 118 US 356 (1886)</p> <p>Brown v. Board of Education, 347 US 483 (1954)</p> <p>Roe v. Wade, 410 US 113 (1973)</p> <p>Trump v. Hawaii, 585 US (2018)</p> <p>Voting Rights Act of 1965</p> <p>Americans With Disability Act</p> <p>Note: Teacher should feel empowered to use abridged, annotated, summarized, or excerpted versions of these sources</p>	<p>Federalist 10</p> <p>Federalist 84</p> <p>Brutus II</p> <p>Letter from James Madison to Thomas Jefferson, Oct 17 1788</p> <p>James Wilson, State House Speech, Oct 6 1787</p> <p>US Constitution, Article V</p> <p>Note: Teacher should feel empowered to use abridged, annotated, summarized, or excerpted versions of these sources</p>	<p>Pros and Cons of Title IX – ACLU Pro/Con</p> <p>It’s Now or Never, Clifford Baldowski political cartoon</p> <p>Interracial Marriage turns 50; Loving v Virginia Landmark Court Case in Marriage Equality, Scripps National News, Jun 9, 2017</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Prepare a 5-minute oral presentation with supporting evidence on whether individual rights should change.</p>	
<p>Taking Informed Action</p>	<p>Extension</p>	<p>Create a play/skit that highlights how individual rights should change in the present time given where people live, who makes the decision on the individual right, and when people live.</p> <p>Engage in political action regarding the current movement you chose by writing a letter to the editor criticizing or upholding a current movement’s ideas or create a political cartoon to submit. Examples include, but are not limited to: gun regulations, National Anthem protest with athletes, religious freedom, and Black Lives Matter.</p>	