

### Inquiry Design Model (IDM) Blueprint™

<b>Compelling Question</b>	What makes someone a citizen?*: An Upper Elementary Inquiry		
<b>Standards and Practices</b>	<p><b>D2.Civ.3.3-5.</b> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p><b>D2.Civ.4.3-5.</b> Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p><b>D2.Civ.14.3-5.</b> Illustrate historical and contemporary means of changing society.</p> <p><b>D2.His.2.3-5.</b> Compare life in specific historical time periods to life today.</p> <p><b>D2.His.10.3-5.</b> Compare information provided by different historical sources about the past.</p> <p><b>D2.His.16.3-5.</b> Use evidence to develop a claim about the past.</p>		
<b>Staging the Question</b>	<p>Write the compelling question on a large piece of poster paper accessible to all students. Ask them to brainstorm independently their answer to the question. Structured after the <a href="#">“big paper”</a> protocol, students can draw or write the words, phrases, etc. that come to mind, adding comments to or questioning other students’ thinking.</p> <p>*In staging the question, teachers may want to encourage students to think about citizenship traits rather than simply legal requirements of citizenship.</p>		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
What was life like for Chinese immigrants and American born Chinese in San Francisco’s Chinatown in the late 1800s?	Who was Wong Kim Ark and how did he resist anti-Chinese racism?	How did the Supreme Court Case United States v. Wong Kim Ark impact how legal citizenship is determined and what struggles for legal citizenship still remain?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
After reading selected pages of <i>I Am An American: The Wong Kim Ark Story</i> , students use <a href="#">SCIM-C</a> to analyze primary sources images to corroborate evidence provided in the book.	After reading the selected pages from the picture book <i>I Am An American: The Wong Kim Ark Story</i> and analyzing the primary sources, students describe Wong Kim Ark’s life and experiences by creating an <a href="#">illustrated and annotated timeline of</a> the major events of his life.	After finishing the picture book, students investigate the experiences of other Americans who have claimed birthright citizenship and others who struggle to obtain citizenship due to strict naturalization laws. Students create a presentation for the class showcasing how the Wong Kim Ark decision impacted the lives of American citizens in the past and present and what they believe still remains to be done to overcome struggles families face.	

Featured Sources	Featured Sources	Featured Sources
<p><b>Source A:</b> <a href="#">I Am An American: The Wong Kim Ark Story</a> by Martha Brockenbrough and Grace Lin (pages 1-14)</p> <p><b>Source B:</b> <a href="#">Which Color is to be Tabooed Next?</a></p> <p><b>Source C:</b> <a href="#">The Anti-Chinese Wall</a></p> <p><b>Source D:</b> <a href="#">Riot in San Francisco</a></p> <p><b>Source E:</b> <a href="#">Chinese immigrants at the San Francisco Custom House</a></p> <p><b>Source F:</b> <a href="#">The Chinese Exclusion Act</a> (teachers should adapt text for students, see this Social Education <a href="#">article</a> for details)</p> <p><b>Source G:</b> <a href="#">A collection of images of San Francisco's Chinatown</a></p>	<p><b>Source A:</b> <a href="#">I Am An American: The Wong Kim Ark Story</a> by Martha Brockenbrough and Grace Lin (pages 15-25)</p> <p><b>Source B:</b> <a href="#">Departure Statement of Wong Kim Ark</a></p> <p><b>Source C:</b> <a href="#">Identification Photograph</a></p> <p><b>Source D:</b> <a href="#">Sworn Statement of Witnesses verifying Departure Statement of Wong Kim Ark</a></p> <p><b>Source E:</b> <a href="#">Application for Writ of Habeas Corpus</a></p> <p><b>Source F:</b> <a href="#">United States v. Wong Kim Ark</a> (teachers should excerpt and adapt for students)</p>	<p><b>Source A:</b> <a href="#">I Am An American: The Wong Kim Ark Story</a> by Martha Brockenbrough and Grace Lin (pages 26-28)</p> <p><b>Source B:</b> Teachers may adapt this <a href="#">NY Times article</a> about birthright citizenship and its impact on immigrant families</p> <p><b>Children's Literature Options:</b> (The first two options are specifically about families with family members who are undocumented as well as American-born. The next two highlight experiences of immigrants who have struggled to gain citizenship).</p> <p><b>Source C:</b> <a href="#">Mama's Nightingale: A Story of Immigration and Separation</a> by Edwidge Danticat</p> <p><b>Source D:</b> <a href="#">Facing Fear</a> by Karen Lynn Williams</p> <p><b>Source E:</b> <a href="#">Paper Son</a> by Julie Leung</p> <p><b>Source F:</b> <a href="#">Arelí is a Dreamer</a> by Arelí Morales</p> <p><b>Related Primary Source Options, Contemporary Citizenship Struggles:</b></p> <p><b>Source G:</b> <a href="#">ICE out of DC</a></p> <p><b>Source H:</b> <a href="#">Never Again Activists</a></p> <p><b>Source I:</b> <a href="#">Dream Act Activists</a></p> <p><b>Source J:</b> <a href="#">United We Dream Activists</a></p> <p><b>Related Primary Sources Options, Paper Sons</b></p> <p><b>Source K:</b> <a href="https://dp.la/primary-source-sets/immigration-through-angel-island/sources/1839">https://dp.la/primary-source-sets/immigration-through-angel-island/sources/1839</a></p> <p><b>Source L:</b> <a href="https://www.immigrant-voices.aiisf.org/stories-by-author/737-my-father-was-a-paper-son/">https://www.immigrant-voices.aiisf.org/stories-by-author/737-my-father-was-a-paper-son/</a></p>

Summative Performance Task	<b>Argument</b>	Using evidence from primary sources and children’s literature, students will construct an argument to answer the question, What makes someone a citizen?
	<b>Extension</b>	Students will research and assess whether the current methods of determining citizenship in the United States are fair and just.
Taking Informed Action	<p><b>Understand:</b> Research how citizenship is defined, legally and otherwise, in the United States today by exploring laws, immigrant experiences, and polling family and friends.</p> <p><b>Assess:</b> Assess whether the current methods of determining legal citizenship in the United States are fair and just. Terms like fair and just, while broad, should be determined through class discussion and students’ own vision of justice.</p> <p><b>Act:</b> Students will develop an action plan to share with other youth, parents, and community members their vision for how “what makes someone a citizen*” should be altered.</p> <p>*This vision could move beyond simple legal definitions of citizenship and instead account for cultural forms of citizenship that privilege how individuals engage in their communities broadly.</p>	