

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	Does where we live affect how we live and who we are?	
Standards and Practices	<p>California History-Social Science Standards</p> <p>1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p> <p>1.2.1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>1.2.4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p>	
Staging the Question	<p>Project image of daytime/nighttime map in front of the class to provoke questioning, etc. Ask “What do you see and what does it mean?” to students and have them “think, pair, share.”</p> <p>Read “<i>Somewhere in the World Right Now</i>” by Stacey Schuett (referring back to daytime/nighttime map). Take time to ask questions and let students make observations and inferences regarding daytime, nighttime, activities, locations, etc.</p> <p>Make copies (in color) of pictures in book depicting daytime and nighttime and have students place them in appropriate parts of the map corresponding to night and day.</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>Where do I live and how does it affect my life?</p> <p>Standards:</p> <p>1.2.1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p>	<p>How are different places around the world the same or different?</p> <p>Standards:</p> <p>1.2.4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>1.2 Students compare and contrast the absolute and</p>	<p>If I grew up in a different place how would my life be different?</p> <p>Standards:</p> <p>1.2.4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p>

	relative locations of places and people and describe the physical and/or human characteristics of places.	
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Students will learn the location of all continents by learning the Continent song video and color in and label continent map, making sure to capitalize proper nouns. They will also play the Continent Map game. This will be repeated for reinforcement of concepts.</p> <p>Students will learn and sing the 5 Oceans Song and then do an art activity.</p> <p>Students will listen to a read-aloud Living in: North & South America: The U.S.A. by Jen Green. Students will learn about the location of the U.S.A. in North America through the use of a North America map.</p> <p>Students will learn about California. We will introduce learning about California with a read-aloud of All Aboard California by Haily Meyers.</p> <p>Students will compare regions of California and their weather with a doll dress-up activity and compare with other small groups to discuss the different climates of California</p> <p>Students will also learn and discuss what activities can be</p>	<p>Students will listen to a read-aloud of The Way We Do It In Japan by Geneva Cobb Lijima.</p> <p>Students will perform guided inquiry about Japan with sources such as Tokyo Tower Panorama Webcam, Tokyo: Shibuya Crossing Webcam, Nat Geo Kids Japan, Kids Web Japan, and Geography Kids! - Japan.</p> <p>Students fill out “Double Bubble” (Venn Diagram) to compare and contrast life in the U.S.A. and Japan. The students will be encouraged to focus on geography, weather, clothing, activities, etc.</p> <p>We will also highlight the idea that cultures can mix to make new and wonderful creations, like Spam Musubi. Omusubi is a traditional way of wrapping sushi in Japan and Spam became very popular in Hawaii during WWII. When immigrants from Japan got together with Hawaiian foods, Spam Musubi was created. We will make some in class.</p> <p>To learn some new words in Japanese having to do with weather and geography e.g., monsoon, tsunami, mountain,</p>	<p>Students will be asked to collect 5 objects to put in a box and bring to class. These objects will be something you eat, something you read, something you watch, something you wear, and something you love, something you like to play with, or something you like to do. The students will be given an opportunity to present what they have and relate it to where they live. Students will be told to keep in mind that we are focusing on weather, culture, geography, etc. A letter will be sent home explaining the project to parents and guardians.</p> <p>The teacher will also bring in a box with 5 objects from a different country and students guided by the teacher will assess how they could relate to that country.</p>

done in these regions in the outfits they created. Students will learn through exploration of this [text](#).

The students will be introduced to this map and encouraged to explore the many areas that are encompassed in Los Angeles. Students will draw and write about their favorite place in Los Angeles. * They will talk about how the things they like and do are specific to Los Angeles e.g., the Dodgers, Olvera St., Universal Studios, Korean BBQ, etc.

Students draw and write about what their families like to cook. We will have a group discussion about how you can find these foods in Los Angeles and how there are foods from many different nationalities here. We will also plan a class potluck and we will invite parents to a California afternoon potluck where everyone who can or would like to bring their favorite dish that you can find in California. At the potluck, students will present their dish and talk about what is special to California about it.

Students will then learn about their city, Los Angeles by initially exploring its [map](#) . Students will listen to a read-aloud of *“Larry Gets Lost in Los Angeles”* by John Skewes. The students will be introduced to this map and encouraged to explore the many areas that are

etc. we would have a friend who speaks Japanese come in and help us teach this vocabulary and have a mini-lesson on Japanese character writing. The students will get to practice writing Japanese characters on their individual whiteboards.

<p>encompassed in Los Angeles. Students will draw and write about their favorite place in Los Angeles.</p> <p>The culmination for this section will be an activity where the students create individual flip books .</p>			
<p>Featured Sources</p>		<p>Featured Sources</p>	
<ul style="list-style-type: none"> - Globe - California Map - U.S. Map - World Map - Continent Map game - Coloring Map - Continent song video - 5 Oceans Song 		<ul style="list-style-type: none"> - Tokyo Tower Panorama Webcam - Tokyo: Shibuya Crossing Webcam - Nat Geo Kids Japan - Kids Web Japan - Geography Kids! - Japan - Spam Musubi History 	<ul style="list-style-type: none"> - “5 Things” boxes
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Does where we live affect how we live and who we are? Why? Why might people disagree or think something different?</p> <p>Students come up with at least five questions to interview guest speakers from another country who will be visiting the classroom. These guest speakers can be family members or people who work at the school. Students will be given a handout of the speaker’s answers recorded by the teacher (simplified to kid-friendly language). Students will make a poster to demonstrate the speaker’s answers. Students will be put into small groups and asked to create a presentation where the students will be asked to defend their stances about why the speaker was similar or different from us based on where they come from. Additionally, students will be required to answer to the teacher playing someone who disagrees with their position. Students will be given the option to make an individual audio recording of themselves summarizing the speaker’s answers and addressing someone with an opposing view instead of a poster.</p> <p>Poster Rubric</p> <p>Audio Recording Rubric</p>	