

Inquiry Design Model (IDM)

Unit/Learning Segment: World War II and the Holocaust - Lesson 5 (Grades 8-11)

Topic: An inquiry approach to instruction and learning where students play a more prominent role in defining inquiry questions with the teacher's direction.

Compelling Question: Why did some people help those in need while others ignored their need?

Standards & Practices: R1 - cite textual evidence to support conclusions
W9 - use evidence from informational texts to analyze and reflect on the research

Staging the question: What criteria would you use to determine whether to help someone in need?

Supporting Questions:

1. What are some characteristics of up-standers who perform acts of courage?
2. How would you identify acts of courage?
3. How would you explain "personal identity" and "personal responsibility"?

Formative Performance Tasks:

1. Draw a picture illustrating an up-stander performing an act of courage (act of kindness).
2. Choose one individual, research their actions and answer the questions (Who, What, Why, Where, When and How?)
3. Write a paragraph describing your personal traits (likes, dislikes, beliefs, etc.) and who you feel responsible to help if they were in need.

Featured Sources:

1. Frank, Anne. **The Diary of a Girl by Anne Frank.**
2. Rogasky, Barbara. **Smoke and Ashes: The Story of the Holocaust.**
3. Warren, Andrea. **Surviving Hitler: A Boy in the Nazi Death Camps.**

Summative Performance Tasks: **Argument:** The inquiry ends with students constructing an argument in a detailed outline which addresses the compelling question using evidence from sources and addressing different perspectives.

Extension: To present students with additional and alternative ways to engage with ideas that are central to an inquiry by deeply exploring the content behind the compelling question.

Taking Informed Action: To take informed action requires individuals to understand the issues, assess the relevance and impact of the issues, and act upon them, such as petition, fund raising, and letter to the editor.