Name: _____   Date: _____Core: _____ #: _____

Unit 6 Inquiry Project

Step 1 (Day 1): Complete the *Unit 6 Inquiry Project Topic Selection* handout.

Step 2 (Days 2 and 3): Review the lessons from this unit so far and your *Lyddie* materials, then further investigate if needed to answer your question. Links to additional resources can be found on the last page of this packet.

You must have at least two sources; one of them must be a print source. Make notes in your *Research Note-Catcher*.

Step 3 (Days 3, 4, and 5): Review the requirements and scoring checklist, then create your digital poster using Smore or Canva (or another artifact with teacher approval). Remember to cite the sources for your two quotes and two pictures! Use this resource to help generate complete citations: https://secondary.oslis.org/@@mla-secondary

Topic Title / Hook / Headline (2 points)	
Investigation question (3 points)	
Direct quote (2 points)	Direct quote (2 points)
Student paragraph explaining the quote and its connection to your topic (15 points)	Student paragraph explaining the quote and its connection to your topic (15 points)
Quote citation (2 points)	Quote citation (2 points)
Image (2 points)	Image (2 points)
Image caption (2 points)	Image caption (2 points)
Image citation (2 points)	Image citation (2 points)
Human Right Connection (25 points, see choices below)	
Spelling, grammar, and punctuation (20 points, one point deducted for each error)	

Human Rights Connection: State your human right, explain your human right, and connect your project as support for your human right.
- Social Security: We all have the right to affordable housing, medicine, education, childcare, enough money to live on, and medical help if we are ill or old.
- Workers' Rights: Every grown up has a right to do a job, to a fair wage, and to join a trade union
- Right to Play: We all have the right to rest from work and relax.

Step 4 (Day 5): Review requirements, scoring checklist, and submit poster via Padlet. You can also view an example on Padlet.
- Core 1: https://padlet.com/akeese/6byq9odeebn5
- Core 2: https://padlet.com/akeese/cabqdhycit3m
- Core 3: https://padlet.com/akeese/ut2opuqc17s8

DAY 1: Unit 6 Inquiry Project Topic Selection

<u>**Goal:**</u> I can create a topic question to focus my research.

<u>**Directions:**</u>

Step 1: Select an "I can" statement:

❏ I can explain how inventions built upon each other in the Age of Industrialism to create their modern counterpart. [7.H.2.3]

❏ I can explain how a person's choices about work and money affect their everyday life. [7.E.1.2]

❏ I can explain why people would move to a new place or leave an area, and explain the location of population and economic centers. [7.G.2.1]

Example:

    A. I CAN STATEMENT: I can explain why people would move to a new place or leave an area, and explain the location of population and economic centers. [7.G.2.1]

    TOPIC OF INTEREST: Child labor during the industrial revolution. What does it say about greater society at that time?

    B. CREATED QUESTION: Were the early labor practices of children acceptable because of the progress brought by the industrial revolution?

    C. HOOK: Another kid loses a limb.

QUESTION STEM TABLE

Surface Level Questions (You need to go beyond this!)	**Deep Questions** (Good!)	**Digging Deeper & Supporting Your Thinking** (Better!)
1. What is it? 2. What did it do? 3. What happened? 4. Where did it happen? 5. Who was involved? 6. When did it happen?	1. What does it mean? This proves that… 2. Why did it do that? This means that… 3. What are the consequences? The consequences of this are... 4. What will happen next? This caused _____ to happen... 5. What caused this? This occurred because... 6. Why is this important? This is important because…	Use evidence to make your response to a deep question even stronger. - What examples can you provide? - Why do you think this is true? - How do you know this?

Step 2: Complete the boxes below to help you select a topic of interest for your study.

A. Wonder: Based upon your "I can" statement, answer the following question: *What do you want to learn more about?*

B. Commit: Commit to one specific topic from your I CAN statement you feel strongly about studying. Now generate a single on-topic question that you want to answer. Remember, you are aiming for a deep question. See examples from the QUESTION STEM TABLE.

C. Hook: Finally, create a headline that captures the reader's interest. It could be a question that is a shorter version of what you wrote above or a bold statement that contains irony (the unexpected).

Step 3: Check in with your teacher about your question.

Step 4: Return to the front page!

Standards: G.2.1, E.1.2, E.1.3, H.2.3, C.1.1

Research Note-Catcher

Directions: As you conduct your research, complete the following graphic organizer to record your thoughts. Be *detailed* — this will include information you are going to want to know **well** for your final product! Remember you need to use at least one print source (in the first box); the remainder may be web sources. For all sources, record all the details you will need to cite accurately (i.e. the full URL, title of the webpage, author/editor, etc.)

Source:	Notes:
Title: Author: Editor (if applicable): Publisher: Publication Year: Version (if applicable):	
Title: Author: Date Accessed: URL:	
Title: Author: Date Accessed: URL:	

Title: Author: Date Accessed: URL:	
Title: Author: Date Accessed: URL:	
Title: Author: Date Accessed: URL:	
Title: Author: Date Accessed: URL:	

Additional Resources:

- [World Atlas](https://tinyurl.com/unit6source1) (https://tinyurl.com/unit6source1) for first "I can" statement

- [Ohio History Central](https://tinyurl.com/unit6source2) (https://tinyurl.com/unit6source2) for third "I can" statement

- [National Museum of American History](https://tinyurl.com/unit6source3) (https://tinyurl.com/unit6source3) for second and third "I can" statements

- [Penn State Library Guide](https://tinyurl.com/unit6source4) (https://tinyurl.com/unit6source4) for second "I can" statement

Note, these are just some suggestions for where to start.
There are many other credible sources out there!

Possible Image Sources:

- NCWiseOwl, accessed with your WakeID

- National Child Labor Committee Collection: http://www.loc.gov/pictures/collection/nclc/

- Transportation and Communication Collection:
https://www.loc.gov/collections/transportation-and-communication/

Remember, Google is a search engine -- not a source!

FINAL REMINDER: YOU MUST CITE YOUR SOURCES FOR TEXT AND IMAGES!

https://secondary.oslis.org/@@mla-secondary can help you generate MLA citations.