EVERYDAY INQUIRIES

|  |  |  |
| --- | --- | --- |
| **Standard** | | |
| Explain the different types of unemployment. | | |
| **Question** | | |
| How has unemployment affected the history of the United States? | | |
| **Formative (Integrative) Performance Task** | | |
| Students will take a 15-question quiz detailing their knowledge of the three types of unemployment, what areas of the country are high in unemployment, and how unemployment is combated. | | |
| **Discipline** | **Source** | **Activity** |
| Civics/Government | <https://www.ourdocuments.gov/doc_large_image.php?flash=false&doc=68>  Copy of the Social Security Act of 1935. It discusses the rights of unemployment and has a picture of men applying for unemployment underneath it. | Annotating and Paraphrasing Sources.  Students will analyze the Social Security Act of 1935, underlining key phrases and passages. |
| Economics | <https://www.investopedia.com/terms/u/unemployment.asp>  Article that discusses four types of unemployment. | Adjunct Display- Students will create a Venn Diagram, comparing and contrasting the four types of unemployment. |
| Geography | <https://data.bls.gov/lausmap/showMap.jsp;jsessionid=999E56890E4128ABE81B34925C7E5ABD>  Map of the unemployment rates by state from August 2019. | Analyzing Images- Students will look at the map projected on the screen. After, they will discuss why some states and regions have higher unemployment than others. |
| History | <https://www>.debt.org/jobs/unemployment/united-states/  Article that goes into the history of unemployment in the United States. | Think-Pair-Share  Once students have read the article, they will write down things that they took away that were important, pair with two other students, and then share what they found collectively with the class. |

This inquiry is coherent and aligned in numerous ways. First, students will read an article describing the four types of unemployment and how they differ from one another. They will then construct a Venn Diagram over the differences and similarities of the different types of unemployment. After gaining some initial knowledge of the types of unemployment, students will then read an article that goes into the history of unemployment and laws that were passed to help combat it. Students will then do a think-pair-share of the article, detailing what they found to be the most important aspects in their groups. Next, students will look at a copy of the Social Security Act of 1935. Here, students will paraphrase and annotate what they have found in the primary source in order to get a better understanding of what the act is trying to say. Finally, students will look at a map of the unemployment rates by state in August of 2019. They will analyze the map and then have a discussion as to why some states and regions have higher unemployment than others. This inquiry allows students to follow a step-by-step process in order to gain knowledge on the topic slowly. It is aligned this way so it is coherent in student’s minds and that way they will be able to build upon their prior knowledge that they will be learning. The sources help answer the question since they allow for the students to use visuals (a map), firsthand documents (Social Security Act of 1935), and articles to learn about information. These sources are the “best” sources since they are engaging enough to students to use them while also enhancing their learning by being able to see primary documents, maps, and articles. These activities are the “best” activities since they allow for students to collaborate with one another, think critically, and make judgements for themselves. The formative performance task helps students to be able to communicate learning since they must show what they have learned through the sources and the activities on a multiple-choice style quiz. Overall, I believe this inquiry does a strong job of allowing students to learn about unemployment and it’s history through multiple modes of sources and media.