

Grade 5

Inquiry

Project

Sample

What's inside? This is an inquiry project from *IMPACT Social Studies*, grade 5. The first two pages are at the beginning of the chapter, and they introduce the project and questions to think about. The last two pages are at the end of the chapter, after students have done further research through the Research Companion, and students can complete and reflect on the project.

At all grade levels of *IMPACT Social Studies*, content is organized around inquiry-based chapters of study that are focused on engaging Essential Questions (EQ). The EQ guides students toward unpacking core concepts of each chapter. Each lesson continues the inquiry model and guides students toward unpacking historical concepts and discovering unique perspectives as they answer lesson questions and analyze high-quality primary and secondary sources. This inquiry approach places students at the center of the learning experience as investigative reporters.

Chapter 4

The Road to War

Lesson 1

The French and
Indian War

Lesson 2

The Patriots,
the Loyalists,
and the British

Lesson 3

The Colonists
Rebel

IMPACT Today

The Government's
Role in the
Economy



Why Would a Nation Want to Become Independent?

In this chapter, you'll read about what led to the American colonists' wanting independence from Great Britain. You'll examine several causes that led to war, and you'll understand the motivations and opinions of important groups of people.

Talk About It



Discuss with a partner what questions you have about why the American colonies wanted to be independent from Great Britain. As you research, look for answers to your questions. Let's get started!



Inquiry Project

Which Side Will You Choose?

Write an essay from the perspective of a Patriot, Loyalist, African American, or Native American, outlining his or her reasons for wanting or not wanting a war with Britain. Use evidence from the chapter and outside research. Form small groups that contain multiple perspectives. The group will debate whether the colonies should go to war. Then hold a vote and present your conclusions to the class.

Project Checklist

- ☐ **Choose** to take the perspective of a group discussed in the chapter.
- ☐ **Research** and gather information from reliable sources.
- ☐ **Use** your research to write an essay from the perspective of a member of that group.
- ☐ **Debate** the question of independence and take a vote on what you should do.
- ☐ **Discuss** the outcome of your debate and your election with the class.

My Research Plan

Write down any research questions you have that will help you plan your project. You can add questions as you carry out your research.



Why Would a Nation Want to Become Independent?

Inquiry Project

Which Side Will You Choose?

Remember, for this project you will write an essay from the perspective of someone from the colonies outlining his or her reasons why the colonists should or should not go to war. You will then debate the issue in groups.

Complete Your Project

Use the checklist below to evaluate your project. If you left anything out, now's your chance to fix it!

- ☐ Give three reasons why the person you have chosen would or would not want to go to war with Great Britain.
- ☐ Form a small group with classmates who have chosen people of a different background or perspective.
- ☐ Take turns presenting one another's perspectives on whether or not the colonists should go to war.
- ☐ As a group, consider why a Patriot's opinion might be different from that of other groups of people at the time.
- ☐ Take a vote on the issue after the debate.

Share Your Project

Now it's time to present your group's conclusions to the class. Discuss any similarities and differences in your debates. Provide reasons that led to your group's voting for or against going to war. Consider what you have learned from debating the issue. Answer any questions from the class.

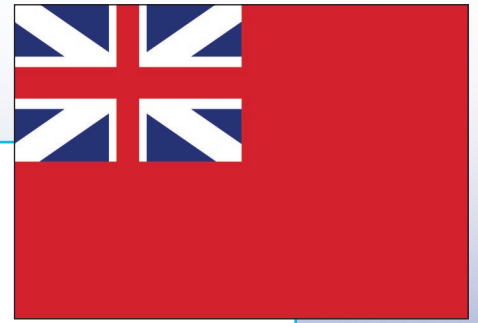
Reflect on Your Project

Think about the work you did in this chapter and on your project. Use the questions below to help guide your thoughts.

1. Why did you choose the person that you researched? _____

2. How did you conduct your research? Is there anything you would do differently next time? _____

3. How did you make sure that your sources were reliable? _____



Chapter Connections

Use pictures, words, or both to reflect on what you learned in this chapter.

The most interesting thing I learned:

Something I learned from a classmate:

A connection I can make with my own life: