

8th Grade Japanese Internment Inquiry

Should Freedom Be Sacrificed in the Name of National Security?

Supporting Question 4

Supporting Question	What were the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans?		
Social Studies Practices	<ul style="list-style-type: none"> ● Gathering, Using, and Interpreting Evidence ● Comparison and Contextualization ● Civic Participation 		
Inquiry Process and Skills			
Connect	Acquire background knowledge		
	Revises the question or problem as needed to arrive at a manageable topic for inquiry. [ESIFC 8.1][ESIFC 8.1/2]	Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence. [SS Practices A.1]	Identify aspects of a text that reveal an author's point of view or purpose. [Lit for Hist RH.8.6]
Wonder	Develop questions		
	Refines questions to guide the search for different types of information. [ESIFC 8.2]	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose and format. [SS Practices A.3]	Analyze the relationship between a primary and secondary source on the same topic. [Lit for Hist RH.8.9]
Investigate	Analyze and summarize evidence to answer the research questions		
	Recognizes the effect of different perspectives and points of view on information. [ESIFC 8.4]	Recognize an argument and identify evidence that supports the argument. [SS Practices A.6]	Distinguish among fact, opinion, and reasoned judgment in a text. [Lit for Hist RH.8.8]
Construct	Interpret information		
	Draws conclusions based on explicit and implied information. [ESIFC 8.6][ESIFC 8.6/2]	Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different time, in the United States. [SS Practices F.4]	Draw evidence from informational texts to support analysis, reflection, and research. [Lit for Hist WHST.8.9]
Express	Present answers and conclusions		
	Creates products for authentic reasons and audiences. [ESIFC 8.7]	Formative Performance Task: Develop a claim supported by evidence in favor of or opposed to the Civil Liberties Act.	Gather relevant information from multiple print and digital sources, using search terms effectively. [Lit for Hist WHST.8.8]
Reflect	Reflect on own learning		
	Identifies own strengths and sets goals for improvement. [ESIFC 8.8]		