

C3 Teachers

5th Grade US History/English Language Arts Inquiry

What do money and power have to do with change?	
Standards and Content	<p>SS.5.6.19.1 Analyze how economic and political conflicts between the colonies and England led to the American Revolution.</p> <p>CCSS 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama. drawing on specific details in the text [e.g., how characters interact]”).</p> <p style="padding-left: 20px;">B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
Staging the Compelling Question	<p>Students will explore the “Follow the Money” website and complete the student worksheet in the My District Lesson Plan titled “Let’s Follow the Money in your District” using https://www.followthemoney.org/</p>

Supporting Question 1
How did economics and politics affect the American Revolution?
Formative Performance Task
Complete a flow Map for the causes of the American Revolution, then participate in Tug-of-War based on opinions of those causes.

Supporting Question 2
How did economics and politics affect the overthrow of the Hawaiian Kingdom?
Formative Performance Task
Complete a See-Think-Wonder about initial thoughts of the overthrow and how it relates to the American revolution. Then complete a CSI: Color, Symbol, Image accompanied by a short paragraph description of the overall tie between money, power, and the overthrow.

Supporting Question 3
How did economics and politics affect the Hawaiian Renaissance?
Formative Performance Task
Participate in a plain vanilla discussion to discuss key questions about money, power, and the Hawaiian Renaissance. Then write a paragraph responding to the selected question(s) of the plain vanilla. discussion

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Featured Sources	Featured Sources	Featured Sources
<p>Source A: Graphic Organizer</p> <p>Source B: American Revolution</p> <p>Source C: BrainPOP video: Causes of the American Revolution</p>	<p>Source A: Graphic Organizer</p> <p>Source B: Hawaii History: Timeline - Animation</p> <p>Source C: Reciprocity Treaty</p> <p>Source D: Attempted Overthrow of the Hawaiian Kingdom, 1893</p> <p>Source E: Hawai'i vs. U.S. Imperialism</p>	<p>Source A: Graphic Organizer</p> <p>Source B: Aloha, It's More Than Hello</p> <p>Source C: The Hawaiian Culture Renaissance</p> <p>Source D: 13 Things I Learned at Kaho'olawe</p> <p>Source E: The Hawaiian Renaissance by George S. Kanahahele . May 1979</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: <i>What do money and power have to do with change?</i> Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources.</p>
	<p>EXTENSION: Students will create a presentation using ppt, poster, video, etc., that explores a current event that demonstrates the effect to which money and power have on change including proposing possible outcomes.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND The effect economics and politics have on specific events that can lead to change. ASSESS Construct an argument on what money and power have to do with change. ACT Share their presentation with people outside the classroom, such as other grade levels, administration, and or community board members.</p>

**Featured sources are suggested, and links are provided. It may be that these links are broken, and we apologize in advance for the inconvenience.*

Overview

Inquiry Description

This inquiry leads students through an investigation of the impact of economics and politics on change. Students will examine readings, videos, and other resource materials to gain a deeper understanding of the direct and indirect effects the economy and politics have on people or a groups' ability to effect change. At the end of the inquiry, students will create an argument on the basis of what money and power have to do with change. They will then take this argument and create a presentation using a current event within their school, community, or the world that is an example of change being directly affected by money and power. This presentation will be shared with their school, and possibly their community.

This inquiry highlights the following additional inquiry standards:

- **SS.3-5.2.3** Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
- **SS.3-5.5.2** Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions.

It is important to note that this inquiry requires prerequisite knowledge of historical events and ideas. Thus, students should have been introduced to causes and events leading up to the American Revolution, the Overthrow of the Hawaiian Kingdom, and the Hawaiian Renaissance.

Note: This inquiry is expected to take ten, 45-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading a variety of sources.

Structure of the Inquiry

In addressing the compelling question “What do money and power have to do with change?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence provided through lessons taught.

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Staging the Compelling Question

The compelling question, “*What do money and power have to do with change?*” asks students to understand and assess the relationship between economics, politics, and how they both affect change. To prepare students for this inquiry, teachers should provide students with an overview of the project, including an introduction to the compelling question, as well as the definitions of key terms and/or timelines of events used throughout the inquiry.

To hook students into the compelling question, teachers prompt students with a number of resources by

- A. Reading aloud the story “Follow the Money” by Loreen Leedy and having a discussion about how money relates to many of the goods and services people are accustomed to acquiring.
- B. Participating in an activity called “Follow the Money - My District” that goes hand in hand with [Follow the Money website](#). Students complete the worksheet that requires them to know their legislative district, who the contributors to their district are, giving trends, and reflect on their understanding of politics as it relates to money, and therefore power.

Staging the compelling question in this manner allows students to develop a personal understanding of how money, power, and change are related to one another.

Teachers can follow up by asking students for current examples of where they see money and power play a key role in affecting change. This will provide teachers insight into their students understanding of the concepts and how to best proceed in the inquiry process.

- **Featured Source A:** Children's book, “Follow the Money” by Loreen Leedy
 - If you cannot obtain your own copy from your school/local library [here](#) is a link to an online read-aloud version of the story.
- **Featured Source B:** Let’s “Follow the Money” in your Legislative District worksheet that coincides with [My District](#) section of the follow the money website.
 - Worksheet accessed from [Follow the Money: My District Worksheet](#)
 - <https://www.followthemoney.org/resources/civics-lessons> Includes student worksheets as well as teacher instructions.

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Supporting Question 1

Supporting Question	How did economics and politics affect the American Revolution?
Formative Performance Task	Complete a flow Map for the causes of the American Revolution, then participate in Tug-of-War based on opinions of those causes.
Featured Sources	<ul style="list-style-type: none">● Source A:<ul style="list-style-type: none">○ Graphic Organizer● Source B:<ul style="list-style-type: none">○ American Revolution● Source C: BrainPOP video: Causes of the American Revolution● Supplemental Resources:<ul style="list-style-type: none">○ “The American Revolution Considered as an Economic Movement” by Clarence L. Ver Steeg○ “An Economic Interpretation of the American Revolution” by Marc Egnal and Joseph A. Ernst

The first supporting question, “*How did economics and politics affect the American Revolution?*” asks students to examine the causes of the American Revolution and how those causes were related to money and power.

The formative performance task asks students to complete a [flow map](#) for the causes of the American Revolution, noting at each event, how it’s related to money and power. The flow map should be completed with the use of notes students took while exploring the featured sources. Then students will participate in a [Tug-of-War](#) based on opinions of those causes. The Tug-of-War activity is to be done with one side of the rope being “related to money or power” and the other being “not related to money or power” and having students focus on a single event each round and coming up with “tugs” for each side in relation to that event.

The scaffolds and other materials that may be used to support students as they work with sources include note taking as directed by the teacher when necessary, and small groups, or individual work time when the teacher deems needed.

The following sources were selected to:

- **Featured Source A:** Provide students with a graphic organizer that reminds them that this lesson is linked to the compelling question that they are answering in this inquiry.

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Instruct students that the organizer is to be used to jot down facts/examples/ideas that relate how the American Revolution is relative to the compelling question.

- [Graphic Organizer](#)
- **Featured Source B:** Provide students with a general timeline of the events of the American Revolution.
 - [American Revolution](#)
- **Featured Source C:** Provide students with direct information about the specific events that caused the American Revolution. Teachers should also complete the quiz with their class at the end of the video to gauge students' understanding.
 - **BrainPOP video:** Causes of the American Revolution
- **Supplemental Resources:** Information can be taken from these two articles as the teacher deems appropriate. Information pulled could be used for small group and or whole class discussions to further students' understanding of the American Revolution in relation back to the compelling question.
 - “The American Revolution Considered as an Economic Movement” by Clarence L. Ver Steeg
 - “An Economic Interpretation of the American Revolution” by Marc Egnal and Joseph A. Ernst

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Supporting Question 2

Supporting Question	How did economics and politics affect the overthrow of the Hawaiian Kingdom?
Formative Performance Task	Complete a See-Think-Wonder about initial thoughts of the overthrow and how it relates to the American revolution. Then complete a CSI: Color, Symbol, Image accompanied by a short paragraph description of the overall tie between money, power, and the overthrow.
Featured Sources	<ul style="list-style-type: none">● Source A:<ul style="list-style-type: none">○ Graphic Organizer● Source B:<ul style="list-style-type: none">○ Hawaii History: Timeline - Animation● Source C:<ul style="list-style-type: none">○ Reciprocity Treaty● Source D:<ul style="list-style-type: none">○ Attempted Overthrow of the Hawaiian Kingdom, 1893● Source E:<ul style="list-style-type: none">○ Hawai'i vs. U.S. Imperialism● Supplemental Resources:<ul style="list-style-type: none">○ "Nation Within: The History of the American Occupation of Hawai'i" by Tom Coffman○ "Catch a Wave: A case study of Hawai'i's New Politics" by Tom Coffman

The second supporting question, “*How did economics and politics affect the overthrow of the Hawaiian Kingdom?*” asks students to examine the causes of the overthrow of the Hawaiian Kingdom and how those causes were related to money and power.

The formative performance task asks students to complete a See-Think-Wonder where they will watch featured source B and examine featured source A. They will then write down on a sheet of paper responses to “What do you see?”, “What do you think is going on?”, and “What does it make you wonder?” in relation to the supporting question being asked. This will give the teacher a general idea of where their students’ current understanding is. They will next examine featured

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sources C - E in whole and small groups, and then create a CSI: Color, Symbol, Image that encompasses the big theme of money, power, and change in relation to the overthrow. Students must choose a color, create a symbol, and sketch an image accompanied by a short paragraph description that captures/represents the idea of money, power, and the overthrow.

The scaffolds and other materials that may be used to support students as they work with sources include note taking as directed by the teacher when necessary, and small groups, or individual work time when the teacher deems necessary.

The following sources were selected to:

- **Featured Source A:** Provide students with a graphic organizer that reminds them that this lesson is linked to the compelling question that we are answering in this inquiry. Instruct students that the organizer is to be used to jot down facts/examples/ideas that relate the overthrow of the Kingdom of Hawai'i to the compelling question.
 - [Graphic Organizer](#)
- **Featured Source B:** Provide a brief overview of Hawai'i's history from pre-contact to the Hawai'i State Constitutional Convention of 1978.
 - [Hawaii History: Timeline - Animation](#)
- **Featured Source C:** Provide background information of how the treaty was directly linked to the annexation of Hawai'i
 - [Reciprocity Treaty](#)
- **Featured Source D:** Provide “Everything you need to know about the illegal overthrow of the Hawaiian Kingdom.” Keanu Sai explains the event in five minutes.”
 - [Attempted Overthrow of the Hawaiian Kingdom, 1893](#)
- **Featured Source E:** Provides an overview of 500 years of the history of imperialism in order to explain why the U.S. has worked so hard to obscure the truth about Hawai'i.
 - [Hawai'i vs. U.S. Imperialism](#)
- **Supplemental Resources:** Information Can be taken from these two books as the teacher deems appropriate. Information pulled could be used for small group or whole class discussions to further students' understanding of the Overthrow of the Hawaiian Kingdom in relation to the compelling question.
 - “Nation Within: The History of the American Occupation of Hawai'i” by Tom Coffman
 - “Catch a Wave: A case study of Hawai'i's New Politics” by Tom Coffman

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Supporting Question 3

Supporting Question	How did economics and politics affect the Hawaiian Renaissance?
Formative Performance Task	Participate in a plain vanilla discussion to discuss key questions about money, power, and the Hawaiian Renaissance. Then write a paragraph responding to the selected question(s) of the plain vanilla discussion
Featured Sources	<ul style="list-style-type: none">● Source A:<ul style="list-style-type: none">○ Graphic Organizer● Source B:<ul style="list-style-type: none">○ Aloha, It's More Than Hello● Source C:<ul style="list-style-type: none">○ The Hawaiian Culture Renaissance● Source D:<ul style="list-style-type: none">○ The Hawaiian Renaissance by George S. Kanahale. May 1979● Supplemental Resources:<ul style="list-style-type: none">○ 13 Things I Learned at Kaho'olawe○ "Hawaiki Rising" by Sam Low○ "On Being Hawaiian" by John Dominis Holt

The third supporting question, "*How did economics and politics affect the Hawaiian Renaissance?*" asks students to examine the causes of the Hawaiian Renaissance and how those causes were related to money and power.

The formative performance task asks students to participate in a "plain vanilla," which is a collaborative strategy developed by philosophy for Children Hawai'i (p4cHI). To learn more about p4cHI and plain vanilla, please visit [here](#). The students will participate in the plain vanilla process after taking the time to examine each featured source detailing the events in relation to the connection between money, power, and change.

The scaffolds and other materials that may be used to support students as they work with sources include note taking as directed by the teacher when necessary, and small groups, or individual work time when the teacher deems necessary.

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The following sources were selected to:

- **Featured Source A:** Provide students with a graphic organizer that reminds them that this lesson is linked to the compelling question that we are answering in this inquiry. Instruct students that the organizer is to be used to jot down facts/examples/ideas that relate how the event of the Hawaiian Renaissance is relative to the compelling question.
 - [Graphic Organizer](#)
- **Featured Source B:** Provide a framework of what it meant to be a Hawaiian before, during and in response to the Hawaiian Renaissance.
 - [Aloha, It's More Than Hello](#)
- **Featured Source C:** Provide an overview of the revitalized and reinvigoration of art, music, storytelling, architecture and all facets of the Hawai'i of past centuries
 - [The Hawaiian Culture Renaissance](#)
- **Featured Source D:** Provides an outline of key people and events that impacted, or were impacted by the Hawaiian Renaissance.
 - "The Hawaiian Renaissance" by George S. Kanaha . May 1979
- **Supplemental Resources:** Information can be taken from this informational video and these two books as the teacher deems appropriate. Information pulled could be used for small group and or whole class discussions to further students' understanding of specific events and experiences that shaped the Hawaiian Renaissance.
 - [13 Things I Learned at Kaho'olawe](#)
 - "Hawaiki Rising" by Sam Low
 - "On Being Hawaiian" by John Dominis Holt

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Summative Performance Task

Summative Performance Task	ARGUMENT: <i>What do money and power have to do with change?</i> Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources.
	EXTENSION: Students will create a presentation using ppt, poster, video, etc., that explores a current event that demonstrates the effect to which money and power have on change including proposing possible outcomes.
Taking Informed Action	UNDERSTAND The effect economics and politics have on specific events that can lead to change. ASSESS Construct an argument on what money and power have to do with change. ACT Share their presentation with people outside the classroom, such as other grade levels, administration, and or community board members.

At this point in the inquiry, students have examined multiple examples of how money and power are related to change. Their work included assessing the influence, if any, that money and power had on three events; the American Revolution, the Overthrow of the Hawaiian Kingdom, and the Hawaiian Renaissance. Now, they compare their historical understanding of that influence with a current event taking place in their community, state, nation, or world and draw conclusions of how that event could be altered in terms of a shift in money and or power that will affect that change.

Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students are directed to construct an argument that answers the compelling question: “What do money and power have to do with change?”

Students’ arguments will likely vary, but could include any of the following:

- Based on historical evidence, people or groups who possess money can come to power fairly quickly and bring about change that fits their vision with little to no pushback,
 - I plan to spread knowledge of why their vision cannot be our vision.
 - I plan to learn of ways to bring myself to a position where I can rival a vision that does not represent the majority thought.
- Money and power do in fact have an effect on change, however they are not key factors in affecting change.
- Change comes about in many ways, and having money leads to having a voice of power that can elicit such change.

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To support students in their writing teachers can refer to their notes from throughout the inquiry, as well as their specific formative performance task pieces. As needed, teachers can provide sentence starters, graphic organizers, and conferencing in order to help students with organizing their thoughts and in writing their answer to the compelling question. Students should be directed to support their arguments with examples from the sources they interacted with throughout this inquiry, as well as use other reputable sources if needed.

To extend their arguments, students will then create a visual representation that depicts a current event that can be seen as an example of proof to their argument. Their visual presentation should also have possible outcomes of changes that could occur if the money and power dynamics of the said event were changed. This visual representation can be a PowerPoint, Prezi, poster, video, etc., When creating their presentations students should think about their intended audience.

Students should have the opportunity to Take Informed Action by being able to share their presentation of the current event that promotes their claim, to other grade levels within their school, their administration, and or their community board members. By doing this, students demonstrate understanding of how money and power have impacted change within an event of their choice, while assessing the fact that having money and power, or not having money and power is enough to elicit people in creating change. Students act by bringing attention to an event they feel demonstrates a way money and power has impacted the event they have chosen. This task can be done in addition to, or as substitute for, the summative performance task.