

Inquiry Design Model (IDM) Blueprint™

Compelling Question	The Fugitive Slave Act: Is it ok to be disobedient?		
Standards and Practices	8.1(A): identify the major eras in U.S. history through 1877, including ... sectionalism, Civil War, ... and describe their causes and effects		
Staging the Question	Students will look at different “trigger events” that lead to the civil war and determine if civil disobedience is ever justifiable.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What is the definition of civil disobedience?	What were the effects of the Fugitive Slave Law?	Is it ok to break the law if your life/wellbeing is threatened?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will read the story of Rosa Parks arrest from the America’s Library website and define “civil disobedience” and the effects on the American political system.	Students will look at different primary sources to determine the effects of the law on all American people and answer questions.	Students will discuss the extradition case of John Anderson and determine if his actions were right or wrong.	
Featured Sources	Featured Sources	Featured Sources	
https://www.americaslibrary.gov/jb/modern/jb_modern_parks_1.html	<ol style="list-style-type: none"> https://www.loc.gov/resource/rbpe.06002200/?st=text https://blogs.loc.gov/teachers/2013/11/12-years-a-slave-primary-sources-on-the-kidnapping-of-free-african-americans/ 	The Extradition Case of John Anderson: https://docsouth.unc.edu/neh/twelvetr/twelvetr.html	

Summative Performance Task	Argument	Is it ok to be disobedient? Construct an argument essay that addresses the compelling question, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.
	Extension	Students will create a presentation about a modern act of civil disobedience that discusses the causes and effects of the act. The presentation should also explain why the act was justified or why it was not.
Taking Informed Action	<p>Understand: Students should research different rebellions (both modern and historical) that have taken place in the U.S as a form of resistance to inequality.</p> <p>Assess: Students should determine which rebellions were successful/unsuccessful and why.</p> <p>Act: Students should look at current issues of inequality that affect them, personally, and determine an effective measure for bringing awareness to the issue and fighting for what they feel is right.</p>	