

Is it possible for a nation to be “free” and “equal” at the same time?

Supporting Questions

1. What did central organizations (NAACP, SCLC) and grassroots movements do to promote both freedom and equality?
2. How did political structures (legislation, government figures/action) before and during the Civil Rights Movement promote or hinder freedom and equality?
3. In what ways did student movement in America shift to affect freedom and equality during the Civil Rights Movement?

Is it possible for a nation to be “free” and “equal” at the same time?

Inquiry Standard	<p>Standard USH.7.1: Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)</p> <p>USH. 7.2 Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., The Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights movement. (Individuals, Society, Culture)</p> <p>USH.7.3 Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)</p>
Staging the Compelling Question	Is it possible for a nation to be "free" and "equal" at the same time?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What did central organizations (NAACP, SCLC) and grassroots movements do to promote both freedom and equality?	How did political structures (legislation, government figures/action) before and during the Civil Rights Movement promote or hinder freedom and equality?	In what ways did student movement in America shift to affect freedom and equality during the Civil Rights Movement?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will create a Venn Diagram for each group or event and outline their significant contributions to freedom and equality.	Students will create an annotated timeline of political events and litigation and include descriptions of the impact that these events had on the civil rights movement.	Create a small "history exhibit" for the group of pictures. Describe the events and the cultural/historical impact made by students in each picture on the civil rights movement.
Featured Sources	Featured Sources	Featured Sources
Source A: Mildred Bond Roxborough, interview Source B: Montgomery Bus Boycott Video Source C: Southern Christian Leadership Conference Source D: March on Washington	Source A: Voting Rights Act of 1965 Source B: 15th Amendment Document Source C: The Grandfather Clause Source D: Brown v. Board	Source A: Little Rock Nine Source B: Greensboro Sit In Picture Source C: Stand In the Doorway Picture

Summative Performance Task	<p>ARGUMENT</p> <p>Is it possible for a nation to be "free" and equal" at the same time? Construct an argument [write a five paragraph essay] using specific claims from the civil rights movement and relevant evidence from the historical sources. In the essay, you should acknowledge the opposite viewpoint of your argument and state why your argument is stronger.</p>
	<p>EXTENSION</p> <p>Students will engage in a class discussion about their argument through a "take a stand" activity.</p>

<p>Taking Informed Action</p>	<p>UNDERSTAND Students will research public laws that could be improved or create new ideas for laws/provisions that promote freedom and or equality in our community.</p> <p>ASSESS Prepare a class presentation on their research and discussion, referencing historical demonstrations they have studied in class.</p> <p>ACTION Students will hold a community information session on the discussion topic of how we can promote freedom and equality in our community, neighborhood and schools and present their class project to the community.</p>
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Inquiry Description

The purpose of this inquiry is to get students to think critically about the balance between freedom and equality for all within our nation. The content angle I have created is as follows...

"Movements in history, while producing major advances for minority cultural, gender, racial and ethnic groups, have simultaneously brought to light major deficiencies within America's structure claiming to be rested upon "freedom" and "equality". The push for equal rights within groups has highlighted the lack of those rights in the first place, leading us to question the implementation of the values this country was founded upon."

Using a content angle such as this, this inquiry is able to have students explore a critical theme within our nation's history while being able to complete the content standards 7.1 - 7.3 in the Indiana State Social Studies Standards that asks students to understand and explain the civil rights movement through the ideas and actions of various people, movements and organizations. Through this inquiry, students are provided an alternate lens for understanding our nation's history and are able to apply the content that they learn to a real-world issue that is relevant to today. The content angle allows students to engage critically, think logically and understand how to think about freedom and equality on a continuing spectrum that is always shifting.

Structure

Throughout this unit, a variety of objectives will be met through individual tasks stemming from the compelling and supporting questions. From this lesson, students should be able to demonstrate their understanding of different civil right's leaders and events that either hindered or helped freedom and equality in the nation. Each lesson will focus on a different objective and will include a formative assessment that functions as the students' demonstration of their understanding. Going from the first to last supporting question, students will be creating Venn Diagrams, event timelines, history exhibits, and writing an argumentative essay as their formative assessments, detailing their stance on the compelling question. Each of these assessments will align with the supporting questions that come from the unit compelling question and will allow students to demonstrate their overall understanding of the lesson and the objectives.

Staging the Compelling Question

Compelling
Question

Is it possible for a nation to be “free” and “equal” at the same time?

Staging the compelling question

The students will walk into the classroom and the words “freedom” and “equality” will be put up on opposite walls of the classroom. I will read specific statements that the students will have to decide if they apply to freedom or equality and walk to the side of the room that they agree with. I will do this activity to demonstrate the struggle for a balance between the two and how the country has struggled to find that balance.

Supporting Question 1

Supporting Question	What did central organizations (NAACP, SCLC) and grassroots movements do to promote both freedom and equality?
Formative Performance Task	Students will create a Venn Diagram for each group or event and outline their significant contributions to freedom and equality.
Featured Sources	<ul style="list-style-type: none">● Source A: Mildred Bond Roxborough, interview● Source B: Montgomery Bus Boycott Video● Source C: Southern Christian Leadership Conference● Source D: March on Washington

This question comes from the "multi-disciplinary" question logic. This question asks specifically about the nationally recognized organizations and leaders that fought for civil rights during the civil rights movement and asks students to describe how they contributed to freedom and equality in America. This question supports the compelling question as it centers on a specific subject matter discipline within the multidisciplinary question logic (historical) of the civil rights movement that contributed to the idea of balancing freedom and equality which comes back full circle back to the compelling question.

Formative Performance Task

In order to execute this performance task, teachers should be offering facilitation and be prepared to scaffold learning while students are engaging with the source material. Small collaborative discussions can be helpful when filling out the Venn Diagrams and are likely to be used to make more sense of the content. Teachers should expect class discussion on the historical events and should be ready to pose scaffolding questions to the students in order to have them think critically about the material. To sequence the content through this question logic as Swan, Lee and Grant suggest (63), students will engage with this supporting question by analyzing the historical documents provided and watching the Youtube videos on the NAACP and the SCLC and the grassroots movements such as the Montgomery Bus Boycott and the March on Washington. Doing so provides the bulk of the information retrieval and content that students will need to know in order to make their larger argument in their summative task. While reading and watching, students will be taking notes on each source and compartmentalizing their contributions to freedom or equality in America through the use of Venn Diagrams that will help students both organize their content and visualize it. As this question follows the "multidisciplinary" logic, this supporting question presents students with the "historical" discipline of the inquiry.

Supporting Question 1

Featured Source A

Mildred Bond Roxborough, interview

Excerpt

INTERVIEWER: Back to the NAACP for a moment, I think many people think of the NAACP primarily as a legal organization. It's an organization that achieved change through legal means through the courts. Do you think this fairly characterizes the NAACP?

MS. ROXBOROUGH: No.

INTERVIEWER: Why not?

MS. ROXBOROUGH: Well, one of the first executive orders that President Roosevelt--not one of the first ones, but an executive order that President Roosevelt issued about the arms services, the preliminary one, was done as a result of the NAACP's lobbying and campaigning and the fact that Ms. Roosevelt was on our board of directors. Walter White and Ms. Roosevelt had a good relationship, and it was possible to get Ms. Roosevelt to work with Walter White and Phillip Randolph, and to get President Roosevelt to understand that an executive order desegregating federal installations should be issued. Of course that wasn't integration, but it was a first step. That was done without any legal action.

The first civil rights law was achieved primarily through lobbying and under the aegis of Clarence Mitchell, the Washington Bureau. Again, that historic was passed by congress as a result of lobbying. It was within the confines of reality, but it wasn't an illegal act. I think the public accommodations are a lot of the same things. There are so many things which widely affect our society, which the NAACP inspired, led and accomplished, which were not legal actions; such actions as far as litigation is concerned.

INTERVIEWER: Again, this may be redundant. Why is it that many people think of the NAACP as primarily a legal organization and these other activities that you've mentioned aren't associated in the public mind with the NAACP?

MS. ROXBOROUGH: I suspect one of the reasons is our lawyers appeared before the Supreme Court so many times. Former general counsel Robert Carter had made some 36 appearances before the Supreme Court and won about 30 of those cases. Before that, Thurgood Marshall, before he became a justice when he was NAACP counsel, appeared before the Supreme Court. I can't remember the exact number now, but it was more than two dozen times and of course most of those cases were won. This of course, the publicity of these cases, set in the minds of people that legal action is responsible for our progress in this country, and to an important extent it is. Without the grass roots lobbying and without the meticulous work of putting before our congressman both on local, state, and federal levels the need to enact certain laws and the pressure from the grass roots, we would not be where we are today.

Video Clip: https://drive.google.com/open?id=0B_2NUo3WTLttcFIO..

Source:

Civil Rights History Project Library of Congress 2011 Interview completed by Julian Bond for the Southern Oral History Program <http://www.loc.gov/exhibits/civil-rights-act/multi..>

Supporting Question 1

Featured Source B

Montgomery Bus Boycott Video

Excerpt

This video details the Montgomery Bus Boycott and gives a general overview for students to take notes on. The video details the beginnings of the boycott, key figures such as Rosa Parks and Martin Luther King Jr. and its effect on the launch of grassroots activism in the Civil Rights movement.

Source:

<https://www.youtube.com/watch?v=QFXQOBsOmRw&t=182s>

Supporting Question 1

Featured Source C

Southern Christian Leadership Conference

Excerpt

With the goal of redeeming “the soul of America” through nonviolent resistance, the Southern Christian Leadership Conference (SCLC) was established in 1957 to coordinate the action of local protest groups throughout the South (King, “[Beyond Vietnam](#),” 144). Under the leadership of Martin Luther King, Jr., the organization drew on the power and independence of black churches to support its activities. “This conference is called,” King wrote, with fellow ministers C. K. [Steele](#) and Fred [Shuttlesworth](#) in January 1957, “because we have no moral choice, before God, but to delve deeper into the struggle—and to do so with greater reliance on non-violence and with greater unity, coordination, sharing and Christian understanding” ([Papers 4:95](#)). ...

SCLC differed from organizations such as the [Student Nonviolent Coordinating Committee](#) (SNCC) and the [National Association for the Advancement of Colored People](#), in that it operated as an umbrella organization of affiliates. Rather than seek individual members, it coordinated with the activities of local organizations like the [Montgomery Improvement Association](#) and the Nashville Christian Leadership Council. “The life-blood of SCLC movements,” as described in one of its pamphlets, “is in the masses of people who are involved—members of SCLC and its local Affiliates and Chapters” (SCLC, 1971). To that end, SCLC staff such as Andrew [Young](#) and Dorothy [Cotton](#) trained local communities in the philosophy of Christian nonviolence by conducting leadership training programs and opening citizenship schools. Through its affiliation with churches and its advocacy of nonviolence, SCLC sought to frame the struggle for civil rights in moral terms.

Source:

<https://kinginstitute.stanford.edu/encyclopedia/so..>

Supporting Question 1

Featured Source D

March on Washington

PURPOSES OF MARCH

(A)

-----to arouse the conscience of America to the economic plight of the Negro 100 years after emancipation

-----to call on the government to face the fact that minority workers cannot get work unless there is a massive works and training program that puts all unemployed back to work

-----to call on the administration and Congress for a Federal Fair Employment Practices Act which will bar job discrimination by Federal, State, and Municipal governments, by employers, by contractors, by employment agencies and by trade unions

-----to call on the administration and Congress to broaden the Fair Labor Standards Acts to include those areas where Negroes and other minorities work at slave wages and to set up a national minimum wage of not less than \$1.50 an hour

(B)

-----to demand that an effective and meaningful civil rights bill be passed by Congress

-----to protest against any filibuster and to demand majority rule in the United States Senate

This primary source document details the March on Washington, including descriptions of the Leaders and organizations present along with the overall purpose of the march.

https://www.crmvet.org/docs/6307_mow_proposedplans..

Supporting Question 2

Supporting Question	How did political structures (legislation, government figures/action) before and during the Civil Rights Movement promote or hinder freedom and equality?
Formative Performance Task	Students will create an annotated timeline of political events and litigation and include descriptions of the impact that these events had on the civil rights movement.
Featured Sources	<ul style="list-style-type: none">● Source A: Voting Rights Act of 1965● Source B: 15th Amendment Document● Source C: The Grandfather Clause● Source D: Brown v. Board

This question comes from the "multi-disciplinary" question logic. Using this question that focuses on the governmental impact on the civil rights movement in combination with the other two supporting questions that focus on the historical and economic impact provides a well-rounded discussion and analysis of the civil rights movement from the perspective of the compelling question.

Formative Performance Task

Students will analyze the court cases and litigation such as the 15th Amendment, Jim Crow Laws (Grandfather Clause), Brown v. Board I & II, the Civil Rights Act of 1964, and the Voting Rights act of 1965 by creating a timeline outlining the laws. This formative performance task focuses on having students answer the "political" disciplinary supporting question in this multidisciplinary question logic. This formative performance task should be providing students the opportunity to creatively engage with the supporting question and while helping push the inquiry forward logically (73). To help with the facilitation of the execution of this particular performance task and to ensure engagement in the inquiry, teachers should provide for students a model of a finished timeline that they can look to for reference. It is not necessary to include all of the content on the timeline, as we want students to produce their own work, but it is important that teachers are able to model for their students how they want them to creatively and logically engage with the supporting question. Teachers should bring in examples and have students ask questions about the timelines while they are looking at them so that when they create their own they can execute them efficiently and completely. Teachers should also be emphasizing the political discipline of this formative task and make sure students are emphasizing the legal ramifications of each event/law that happened during the civil rights movement.

Supporting Question 2

Featured Source A

Voting Rights Act of 1965

Excerpt

Congress determined that the existing federal anti-discrimination laws were not sufficient to overcome the resistance by state officials to enforcement of the 15th Amendment. The legislative hearings showed that the Department of Justice's efforts to eliminate discriminatory election practices by litigation on a case-by-case basis had been unsuccessful in opening up the registration process; as soon as one discriminatory practice or procedure was proven to be unconstitutional and enjoined, a new one would be substituted in its place and litigation would have to commence anew.

President Johnson signed the resulting legislation into law on August 6, 1965. [Section 2](#) of the Act, which closely followed the language of the 15th amendment, applied a nationwide prohibition against the denial or abridgment of the right to vote on the literacy tests on a nationwide basis. Among its other provisions, the Act contained special enforcement provisions targeted at those areas of the country where Congress believed the potential for discrimination to be the greatest.

Source:

<https://www.justice.gov/crt/history-federal-voting..>

Supporting Question 2

Featured Source B

15th Amendment Document

Excerpt

Fifteenth Amendment, [amendment](#) (1870) to the [Constitution of the United States](#) that guaranteed that the [right to vote](#) could not be denied based on “race, color, or previous condition of servitude.” The [amendment](#) complemented and followed in the wake of the passage of the [Thirteenth](#) and [Fourteenth amendments](#), which abolished slavery and guaranteed citizenship, respectively, to African Americans. The passage of the amendment and its subsequent ratification (Feb. 3, 1870) effectively enfranchised [African American](#) men, while denying that right to women of all colors. Women would not receive that right until the ratification of the [Nineteenth Amendment](#) in 1920.

Civil War, during the period known as [Reconstruction](#) (1865–77), the amendment was successful in encouraging African Americans to vote. Many African Americans were even elected to public office during the 1880s in the states that formerly had [comprised](#) the [Confederate States of America](#). By the 1890s, however, efforts by several states to enact such measures as poll taxes, literacy tests, and grandfather clauses—in addition to widespread threats and violence—had completely reversed these trends. By the beginning of the 20th century, nearly all African Americans in the states of the former Confederacy were again [disenfranchised](#). Although the Supreme Court and Congress attempted to strike down such actions as unconstitutional, it was not until Pres. [Lyndon B. Johnson](#) introduced the [Voting Rights Act](#) of 1965 that Congress was able to put an end to this violence and [discrimination](#). The act abolished voter prerequisites and also allowed for federal supervision of voter registration. With the passage of the Voting Rights Act, the Fifteenth Amendment was finally enforceable, and voter turnout among African Americans improved markedly.

Source:

<https://www.britannica.com/topic/Fifteenth-Amendme..>

Supporting Question 2

Featured Source C

The Grandfather Clause

Excerpt

People aren't exempted from new regulations because they're old and crotchety, even if that's what it sounds like when we say they're "grandfathered in."

The term "grandfathered" has become part of the language. It's an easy way to describe individuals or companies who get to keep operating under an existing set of expectations when new rules are put in place.

The troubled HealthCare.gov website [reassures](#) consumers that they can stay enrolled in grandfathered insurance plans that existed before the Affordable Care Act was enacted in 2010. [Old power plants](#) are sometimes grandfathered from having to meet new clean air requirements.

But like so many things, the term "grandfather," used in this way, has its roots in America's racial history. It entered the lexicon not just because it suggests something old, but because of a specific set of 19th century laws regulating voting.

The 15th Amendment, which prohibited racial discrimination in voting, was ratified by the states in 1870. If you know your history, you'll realize that African-Americans were nevertheless kept from voting in large numbers in Southern states for nearly a century more.

Various states created requirements — literacy tests and poll taxes and constitutional quizzes — that were designed to keep blacks from registering to vote. But many poor Southern whites were at risk of also losing their rights because they could not have met such expectations.

Source:

<https://www.npr.org/sections/codeswitch/2013/10/21..>

Supporting Question 2

Featured Source D

Brown v. Board

Excerpt

In this milestone decision, the Supreme Court ruled that separating children in public schools on the basis of race was unconstitutional. It signaled the end of legalized racial segregation in the schools of the United States, overruling the "separate but equal" principle set forth in the 1896 *Plessy v. Ferguson* case.

On May 17, 1954, U.S. Supreme Court Justice Earl Warren delivered the unanimous ruling in the landmark civil rights case *Brown v. Board of Education of Topeka, Kansas*. State-sanctioned segregation of public schools was a violation of the 14th Amendment and was therefore unconstitutional. This historic decision marked the end of the "separate but equal" precedent set by the Supreme Court nearly 60 years earlier and served as a catalyst for the expanding civil rights movement during the decade of the 1950s.

While the 13th Amendment to the United States Constitution outlawed slavery, it wasn't until three years later, in 1868, that the 14th Amendment guaranteed the rights of citizenship to all persons born or naturalized in the United States, including due process and equal protection of the laws. These two amendments, as well as the 15th Amendment protecting voting rights, were intended to eliminate the last remnants of slavery and to protect the citizenship of black Americans. In 1875, Congress also passed the first Civil Rights Act, which held the "equality of all men before the law" and called for fines and penalties for anyone found denying patronage of public places, such as theaters and inns, on the basis of race. However, a reactionary Supreme Court reasoned that this act was beyond the scope of the 13th and 14th Amendments, as these amendments only concerned the actions of the government, not those of private citizens. With this ruling, the Supreme Court narrowed the field of legislation that could be supported by the Constitution and at the same time turned the tide against the civil rights movement.

Source:

<https://www.archives.gov/education/lessons/brown-v..>

Supporting Question 3

Supporting Question	In what ways did student movement in America shift to affect freedom and equality during the Civil Rights Movement?
Formative Performance Task	Create a small "history exhibit" for the group of pictures. Describe the events and the cultural/historical impact made by students in each picture on the civil rights movement.
Featured Sources	<ul style="list-style-type: none"> ● Source A: Little Rock Nine ● Source B: Greensboro Sit In Picture ● Source C: Stand In the Doorway Picture
Additional Materials	<ul style="list-style-type: none"> ● Little rock.png (https://s3.amazonaws.com/idm-generator/u/b/4/1/b/7193/b41b1e7b2fe52aa3ea54d219202ddb4349850eb1.png) ● Greensboro.png (https://s3.amazonaws.com/idm-generator/u/b/d/a/1/7193/bda11c3390b42d75704ce6fb60cdd7bce9108a11.png) ● Alabama.png (https://s3.amazonaws.com/idm-generator/u/0/3/3/4/7193/03340fefb372f553173191fde7d19a309ef19e8c.png)

This question rounds out the "multidisciplinary" question logic presented in chapter four. This question is the final figure in the question logic and is perhaps the most connected to secondary students. This question asks students to investigate and research social structures from student movement in the 1960s and evaluate how they affected the civil rights movement as it furthered throughout the decade. This question creates the final layer of connection for secondary students as they are able to research and examine student movement in America pressing for change during the 1960s and make a connection to their own lives as students themselves.

Formative Performance Task

For the implementation of this task, students will engage with a series of historical pictures depicting social events in the 1960's (lunch counter sit ins, college demonstrations). Students will create small "history exhibits" for the group of pictures, including a small paragraph describing each event and how students at the time affected the culture shift in America. This formative performance task rounds out the multi-modal task logic being implemented to allow students to "demonstrate their understanding in multi-modal ways by constructing images, organizers, and other graphic representations" (98). Through this, students show their creative thinking about the multidisciplinary supporting questions posed to them. In order to execute this formative performance task, similar to the supporting question 2, teachers should provide students examples of historical captioning and history exhibits of pictures in museums to give them initial ideas. Additionally, teachers should ask students to make connections to their lives from analyzing the pictures and ask them to include a section in the exhibit for personal connection. Statements may include phrases such as "If I was this student, I would be feeling ..." or "From this picture I can tell the students are demonstrating _____. I have engaged in a similar activity by _____". Having students include this element of personal connection allows students to engage with the material on a deeper level and scaffolds the supporting question that points back to the overall compelling question.

Supporting Question 3

Featured Source A

Little Rock Nine



<https://www.history.com/topics/black-history/centr..>

Supporting Question 3

Featured Source B

Greensboro Sin In Picture



<https://snccdigital.org/events/sit-ins-greensboro/>

Supporting Question 3

Featured Source C

Stand In the Doorway Picture



https://en.wikipedia.org/wiki/Stand_in_the_Schoolh..

Summative Performance Task

Compelling Question	Is it possible for a nation to be “free” and “equal” at the same time?
Argument	Is it possible for a nation to be "free" and equal" at the same time? Construct an argument [write a five paragraph essay] using specific claims from the civil rights movement and relevant evidence from the historical sources. In the essay, you should acknowledge the opposite viewpoint of your argument and state why your argument is stronger.
Extension	Students will engage in a class discussion about their argument through a "take a stand" activity.

Argument

The argument stems the students will have to chose from are as follows...

1. It is possible for a nation to be free and equal. While some may argue that they are in competition with one another, we can see through the Civil Rights movement that increased equality also increased freedom for African Americans as their rights were significantly expanded through the movement.
2. It is not possible for a nation for be entirely free and entirely equal, it is a balance that we are still pursuing. As seen in the Civil Rights movement, pursuing equality for African Americans restricted previous “freedoms” for people who opposed integration, even if those freedoms are detrimental to the well-being and equality of others.

These argument stems provide students the opportunity to argue either side of the compelling question that they have learned through relevant examples in their research of the Civil Rights Movement. These argument stems address the comparative compelling question "Is it possible for a nation to be free and equal at the same time." These arguments stress test my compelling question and follow the design notes by being broken up into an argument and a claim and can be sophisticated through the use of counterclaims addressed by students to strengthen their own arguments.

Extension

Similar to the opening bell ringer, students will be asked to move to each side of the room with which their argument corresponds. Based on the historical perspectives the students have analyzed, they should have a strong opinion based in relevant fact on their answer to the compelling question. The purpose of this activity is to both have students feel free to express their opinions and also to show that they are able to communicate the results of their analysis and reflection (122).

Taking Informed Action

Understand	Students will research public laws that could be improved or create new ideas for laws/provisions that promote freedom and or equality in our community.
Assess	Prepare a class presentation on their research and discussion, referencing historical demonstrations they have studied in class.
Action	Students will hold a community information session on the discussion topic of how we can promote freedom and equality in our community, neighborhood and schools and present their class project to the community.

The logic behind the UNDERSTAND-ASSESS-ACTION sequence provided here comes from chapter 9 of Swan, Lee and Grant. The level of complexity of the effort on each activity increases as students move from understanding the problem to applying action. The idea is that the students will go from a classroom understanding of the activity to an "extended" application of the activity that reaches out into the community (131). For this sequence, students will be researching, preparing, and informing/presenting on the topic of freedom and equality and will apply their research to their community through analyzing current laws that could be improved or revised, or creating their own ideas for legislature that can improve either freedom, or equality, or both. These actions correspond directly to the UNDERSTAND-ASSESS-ACTION sequence found in chapter 9 that allows students to engage with the inquiry at a classroom level and build all the way up in complexity to a community level.

