Is Everyone Unique?

Supporting Questions

1. Am I unique?
2. Am I the same as other people?
3. How can I be unique and the same?
## Kindergarten Identity Inquiry

### Is Everyone Unique?

<table>
<thead>
<tr>
<th>New York State Social Studies Framework Key Idea &amp; Practices</th>
<th>K.1: Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</th>
<th>Gathering, Interpreting, and Using Evidence</th>
<th>Comparison and Contextualization</th>
<th>Civic Participation</th>
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</thead>
<tbody>
<tr>
<td>Staging the Question</td>
<td>Engage the class in discussion of the question “Who am I?”</td>
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<tr>
<td>Supporting Question 1</td>
<td>Understand</td>
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<td>Am I unique?</td>
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<tr>
<td>Formative Performance Task</td>
<td>Draw a self-portrait and respond to sentence starters.</td>
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<td>Supporting Question 2</td>
<td>Understand</td>
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<tr>
<td>Am I the same as other people?</td>
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<tr>
<td>Formative Performance Task</td>
<td>During a gallery walk, place sticker dots on portraits to note similarities and differences.</td>
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<td>Featured Sources</td>
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<tr>
<td>Supporting Question 3</td>
<td>Assess</td>
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<td>How can I be unique and the same?</td>
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<tr>
<td>Formative Performance Task</td>
<td>Construct an individual T-chart that lists unique characteristics on one side and similar characteristics on the other.</td>
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<td>Featured Sources</td>
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<tr>
<td>Summative Performance Task</td>
<td>ARGUMENT Is everyone unique? Construct an argument that addresses the compelling question using specific claims and relevant evidence.</td>
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<td>ACT Create a video to share with parents about similarities and differences within the class.</td>
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Overview

Inquiry Description

This inquiry leads students through an investigation of self by recognizing that all humans have both unique and similar characteristics. By investigating the compelling question “Is everyone unique?” students begin to see how they are similar to and different from their classmates. The study of similarities and differences among individuals provides the foundation for students to demonstrate understanding of and respect for others.

This inquiry embeds a portion of the Taking Informed Action sequence through the formative performance tasks. The understand element is developed through Supporting Questions 1 and 2, while the assess element is represented in Supporting Question 3. The action piece, the development of a video that is shared with parents, can be done in addition to, or as a substitute for, the Summative Performance Task.

In addition to the Key Idea listed earlier, this inquiry highlights the following Conceptual Understandings:

- (K.1a) A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.
- (K.1b) Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

NOTE: This inquiry is expected to take four to six 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

Through addressing the compelling question “Is everyone unique?” students will work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

Engage the class in a discussion of the question “Who am I?” Teachers and students might begin by brainstorming a list of the many roles they play in order to understand that they are many people—brother, friend, daughter, grandson, or softball player. As they generate this list, they likely will see that they play similar and different roles at different times.
Supporting Question 1

The first supporting question—“Am I unique?”—helps students establish the foundational understanding that each person has unique characteristics. The formative performance task calls on students to draw self-portraits and respond to sentence starters that define their characteristics (e.g., I am a __, I can __, I am good at __, or I like __). Featured Source A is an image bank that demonstrates how one person can be many things, and that each of these characteristics contributes to making that person unique. Featured Source B provides students with images of a variety of individuals participating in a range of activities.

Supporting Question 2

For the second supporting question—“Am I the same as other people?”—students build upon their sense of individuality by considering how they are similar to others. After completing a gallery walk of their self-portraits, students place three red sticker dots on portraits that are similar to themselves and three blue sticker dots on those that show differences. The featured source is an image bank of groups of children participating in activities together. (NOTE: These images are meant to correspond to the images from Featured Source B in Supporting Question 1.)

Supporting Question 3

By answering the third supporting question—“How can I be unique and the same?”—students wrestle with their individual identities by exploring how they can be both similar to and different from others. The formative performance task calls on students to construct individual T-charts that list their unique characteristics on one side and traits that are similar to those of their peers on the other. The featured source is an image bank that offers scenes where different people and groups are doing the same activity.

Summative Performance Task

At this point in the inquiry, students have built understandings of themselves as individuals with characteristics that are both different from and the same as those of their classmates. Students are now asked to draw from all of the sources and their personal experiences in order to make an argument about the uniqueness of everyone. Students should be able to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students will construct an evidence-based argument responding to the compelling question “Is everyone unique?” Students might share their verbal responses as a class or dictate their responses to the teacher for a class chart.

Students’ arguments will likely vary, but could include any of the following:
Everyone is unique because everyone likes to do different things on the weekend.
Everyone is unique because we all look different.
We all look different, but a lot of us like to read books.
Some people are the same; a bunch of us have brown eyes.
We are the same because we are all kids.

Students have the opportunity to Take Informed Action by creating a video about their unique and similar qualities and characteristics, which they then share with their parents.
Supporting Question 1

| Featured Source | Source A: Image bank: The same child engaged in different activities and roles |

![Image 1](image1.png)

Image 1: Building a Lego creation.
Photo courtesy of Kate Hesla.

![Image 2](image2.png)

Image 2: Grandson and brother.
Photo courtesy of Kate Hesla.
Image 3: Soccer player, teammate, and friend.
Photo courtesy of Kate Hesla.

Image 4: Riding a horse.
Photo courtesy of Kate Hesla.
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<th>Image 1: Boy reading. © istock/© 4774344sean.</th>
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| Image 2: Girl doing crafts. © istock/© DenKuvaiev. |

© istock/© 4774344sean.
Image 3: Boy playing basketball.
© istock/© ScrappinStacy.

Image 4: Girl investigating nature.
© istock/© fotokostic.
Image 5: Boy playing in the sand.
© istock/© XinXinXing.
Supporting Question 2

**Featured Source**

**Source A:** Image bank: Groups of children engaged in different activities

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Image 1: Boys reading books.
© istock/© Anna Omelchenko.

Image 2: Children doing crafts.
© istock/© monkeybusinessimages.
Image 3: Children playing basketball.
© istock/© anatols.

Image 4: Children investigating nature.
© istock/© MilicaStankovic.
Image 5: Children playing in the sand.
© istock/© shalamov.
Supporting Question 3

| Featured Source | Source A: Image bank: Different people engaged in the same activity |

Image 1: Family riding bikes.
© istock/© monkeybusinessimages.

Image 2: Boy riding a bike.
© istock/© Imageegami.
Image 3: Group of children riding bikes.
© istock/© SerrNovik.

Image 4: People in a bike race.
© istock/© m-gucci.