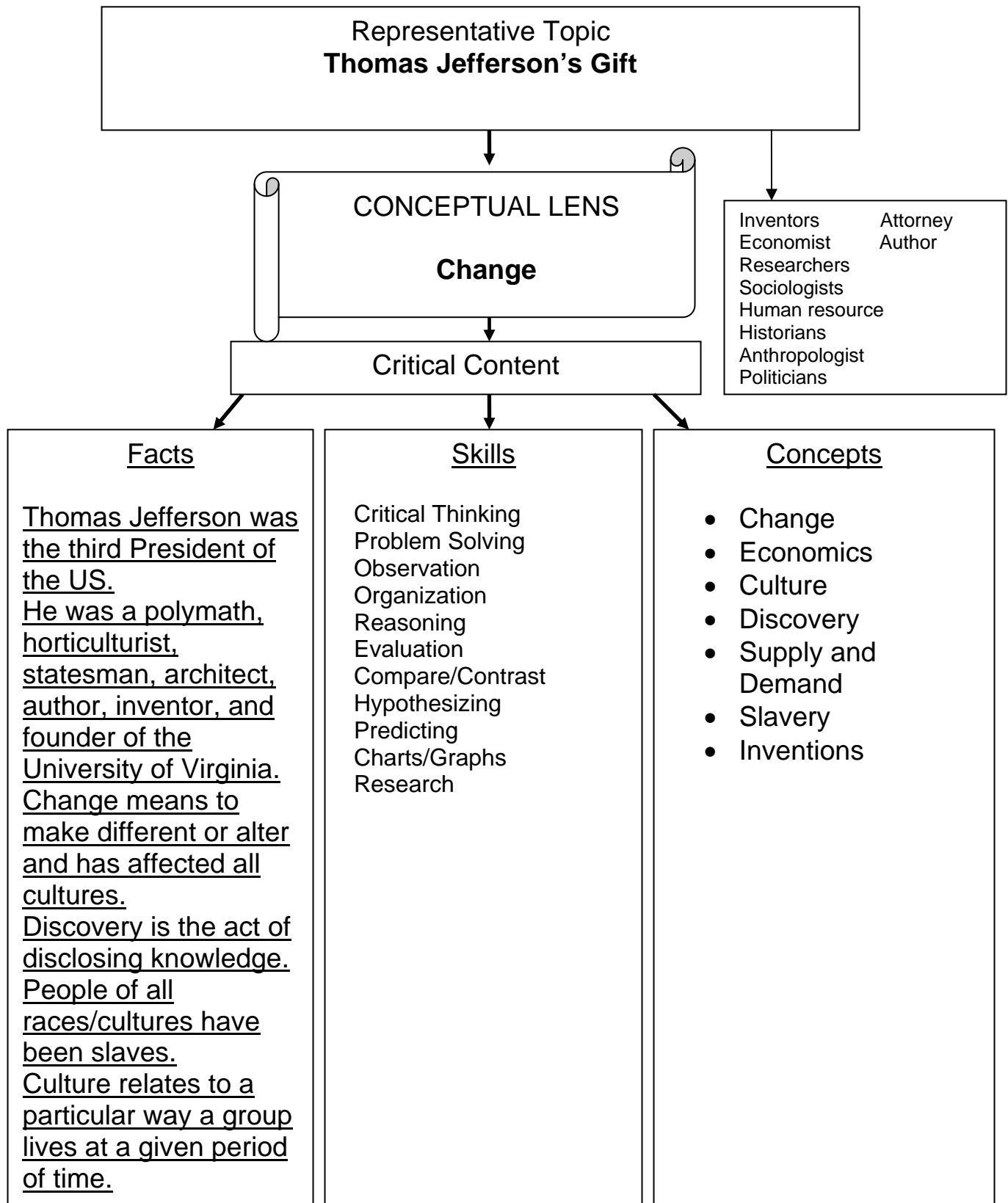


Concept-Based Curriculum Flowchart



### Essential Understandings/Generalizations

1. All cultures have change.
2. Discovery may cause change.
3. Inventions are the result of supply and demand and change.
4. Economics determines the culture of slavery.

### Essential Questions

1. In what ways do cultures change?
  - a. What is culture?
  - b. What are examples of different cultures? ( i.e., home, school, economics)
  - c. What is change?
  - d. What might cause a change in a culture? Give examples.
2. In what ways (how, why) has discovery caused change?
  - a. What is discovery?
  - b. What is change?
  - c. What new things have you discovered at your school? What is it?
  - d. How has that discovery changed your view of the school?
3. How do supply and demand and change lead to invention?
  - a. What is supply and demand?
  - b. How does supply and demand change?
  - c. What is an invention?
  - d. How do inventions promote change?
  - e. How did the patent act promote change?
4. How do economics determine a culture of slavery?
  - a. What is slavery?
  - b. What is economics?
  - c. Does economics affect you?
  - d. How does economics affect culture?

### Culminating Performance Task

Students will create their own invention and describe how it impacts the economics and culture.

#### Activities

1. Create a daily journal describing the problem, process strategy needed, and materials of the invention. (#3 and #1)
2. Securing material without money, question answer, research. (#3 & #4)
3. Compare and contrast Thomas Jefferson and an African American inventor (#2 & #3)
4. Draw a scale drawing of the invention and draw a picture of the person. What was the impact of the invention on culture and economics? (#3 & # 4)
5. Create a model of the selected African American invention.
6. Create your own invention.