

# *What does it mean to be powerful?*



Relatives and friends wave goodbye to a train carrying 1,500 people being expelled from Los Angeles back to Mexico in 1931.  
New York Daily News Archive/Getty Images.

## Supporting Questions

1. How have people used oppression in order to gain power?
2. How have people used collective action to gain power?
3. How have people used individual action to gain power?

*Middle School History of Power Inquiry*

**What does it mean to be powerful?**

<b>Standards and Content Angle</b>	<b>SS.H.1.6-8.MdC.</b> Analyze connections among events and developments in broader historical contexts. <b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.
<b>Cognitive Skills</b>	Argumentative Claim, Selection of Evidence, Explanation of Evidence
<b>Staging the Compelling Question</b>	Read a quote describing power by Indian activist Mahatma Gandhi and participate in a class discussion on the meaning of the word “power.”

Supporting Question 1	Supporting Question 2	Supporting Question 3
How have people used oppression in order to gain power?	How have people used collective action to gain power?	How have people used individual action to gain power?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a detailed list of ways that people have used oppression to gain power.	Create a detailed list of ways that people have used collective action to gain power.	Create a detailed list of ways that people have used individual action to gain power. Write a persuasive claim that answers the supporting question.
Featured Sources	Featured Sources	Featured Sources
<b>Source A:</b> “Destruction of the Indies” <b>Source B:</b> “Keep Eye on Border Mexican” <b>Source C:</b> “US Deported a Million of Its Own Citizens...”	<b>Source A:</b> “50 Years Later: Remembering the Delano Grape Strike” <b>Source B:</b> “A Day without Latinos”	<b>Source A:</b> “Gloria Estefan on Bringing Latin American Music to the World” <b>Source B:</b> “Alexandria Ocasio-Cortez Campaign Ad” <b>Source C:</b> “The Real Sonia Sotomayor”

<b>Summative Performance Task</b>	<b>ARGUMENT</b> <i>What does it mean to be powerful?</i> Construct an argument (e.g., detailed outline, poster, essay) that answers the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.
	<b>EXTENSION</b> Research an historical individual and create a slideshow, poster, or textbook entry that details the methods that person became powerful.
<b>Taking Informed Action</b>	<b>UNDERSTAND</b> Research local groups of people who may be experiencing oppression. <b>ASSESS</b> Develop a set of solutions that could be implemented by local institutions (e.g., government, community-based, non-profit) <b>ACT</b> Invite local politicians, business leaders, or community organizers to hold a round table or panel discussion about solutions to oppression in your community.

## Overview

### Inquiry Description

This inquiry leads students through an investigation of the ways in which people gain and exercise power. Power is a social phenomenon that comes in many forms. However, it is often the case that the ways that people achieve power helps to determine how that power is used. Although this compelling question is broad, the inquiry focuses on Latinx history. This strategic use of sources is particularly useful in showing the ways that some minority groups in the United States have experienced and pursued power in many different ways.

It is important to note that this inquiry requires prerequisite knowledge of some aspects of Latinx culture and cursory knowledge of European colonization, United States and American history, as well as current events around Latinx concerns. This inquiry covers many different points in history, so teachers should be prepared and encouraged to provide additional context, sources, and direct instruction to guide students through the questions, tasks, and sources.

Although this inquiry focuses on the Latinx experience, the compelling question is relevant to any time period, nation, or culture. Likewise, the supporting questions are designed to be broad as well, centering on three main ways that people have achieved power and influence: oppression, collective action, and individual action. These questions enable students to think about the compelling question in three different ways, widening the scope through which they may understand the dynamics of power.

Note: This inquiry is expected to take three to five 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 the variety of sources.

### Structure of the Inquiry

In addressing the compelling question—*What does it mean to be powerful?*—students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

It is also important to note that responses to the compelling question may not be fully argumentative in the traditional sense. Though the inquiry results in the construction of arguments, student claim-building represents a prioritization of claims and evidence. Students create explanations to support their positions, but do not necessarily create wholly distinct arguments. This structure was designed to introduce students to the academic discourse with space to consider different elements therein.

## Context of the Inquiry

This inquiry was developed through a collaboration between C3Teachers and a team of Summit Learning curriculum fellows. This collection of inquiry projects were designed to meet the needs of states and districts, who are increasingly calling for ethnic and gender studies' inclusion in curriculum. Schools need culturally relevant materials that represent the histories and experiences of the communities they serve. The focus on culturally relevant curriculum is an inclusive focus. Culture is not a thing that some people have and others do not. This project, and others in the collection, represent a diverse set of identities and perspectives.

## Cognitive Skills

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of skills that are necessary for college and career readiness. Cognitive Skills are interdisciplinary skills that require higher-order thinking and application.

The rubric includes 36 skills and 8 score levels applicable to students in grades 3 through 12. Through Summit Learning, students practice and develop Cognitive Skills in every subject and in every grade level. The use of a common analytic rubric for assessment of project-based learning allows for targeted, standards-aligned feedback to students and supports the development of key skills over time. For more information, see the Cognitive Skills rubric here: <https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf>

The inquiry highlights the following Cognitive Skills.

Summit Learning Cognitive Skills	
<b>Argumentative Claim</b>	Developing a strong opinion/ argument through clear, well-sequenced claims.
<b>Selection of Evidence</b>	Using relevant and sufficient evidence to support claims.
<b>Explanation of Evidence</b>	Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).

## Staging the Compelling Question

<b>Compelling Question</b>	What does it mean to be powerful?
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To stage the compelling question, students consider the following quotation from Indian activist Mahatma Gandhi:

Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment.

Students should be given time to read, think about, and interpret this quotation. Teachers can then lead a discussion of whether Gandhi is right and, if he is, how people can demonstrate power. This task indirectly addresses the compelling question before moving onto the sources. This process mirrors the three methods of gaining power highlighted in the supporting questions.

## Staging the Compelling Question

**Featured Source**

Mahatma Gandhi. (n.d.). BrainyQuote.com. Accessed from:  
[https://www.brainyquote.com/quotes/mahatma\\_gandhi\\_395453](https://www.brainyquote.com/quotes/mahatma_gandhi_395453)

“Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment.”

Supporting Question 1	
<b>Supporting Question</b>	How have people used oppression in order to gain power?
<b>Formative Performance Task</b>	Create a detailed list of ways that people have used oppression to gain power.
<b>Cognitive Skills</b>	<b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims. <b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).
<b>Featured Sources</b>	<b>Source A:</b> "Destruction of the Indies," Bartolomeo de las Casas, 1552 (excerpts)
	<b>Source B:</b> "Keep Eye on Border Mexican," <i>Laredo Times</i> , 1916. <i>Refusing to Forget Project</i> . Accessed from: <a href="https://refusingtoforget.org/lesson-plans/">https://refusingtoforget.org/lesson-plans/</a>
	<b>Source C:</b> Becky Little, "The U.S. Deported a Million of Its Own Citizens to Mexico During the Great Depression," (excerpts), History.com. Accessed from: <a href="https://www.history.com/news/great-depression-repatriation-drives-mexico-deportation">https://www.history.com/news/great-depression-repatriation-drives-mexico-deportation</a>

### Supporting Question 1 and Formative Performance Task

The first supporting question is: *How have people used oppression in order to gain power?* This question is meant to have students explore the various ways that people throughout parts of history have oppressed others groups in order to gain power. Often, these groups are ethnically, culturally, or religiously different from each other and the exploitation typically occurs by those in power over those who are less powerful. This exploitation and oppression generally leads to power for one group but violence, slavery, and deportation for the other.

In this inquiry the focus is on how colonial Europeans used violence to subdue Native Americans (Source A). This violence is also evident in Source B, which highlights the use of law enforcement as a means of oppression to maintain power in uncertain times. The same pattern is then demonstrated in Source C, which details how the American government made clear ethnic distinctions between groups of its citizens in order to preserve the jobs of White Americans.

The formative task is to create a detailed list of the ways that people have used oppression to gain power. Teachers can use a variety of close reading or source strategies to help students break down sources. In order to help students keep track of the evidence list required by the task, it may be helpful for teachers to provide a three-columned chart to organize the evidence generated from each task. See example Three-Column Chart below. The idea is for students to complete each column in response to the associated supporting question.

*Example Three-Column Chart:*

Task 1: Oppression	Task 2: Collective Action	Task 3: Individual Action
<i>Example: slaughter of natives by Spaniards.</i>	<i>Example: mass protest</i>	<i>Example: running for political office.</i>

## Featured Sources

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The following sources elaborate three ways in which those in power have used oppression as a method to gain power. This question's featured sources each highlight a different historical time period. Teachers should be prepared to provide historical context to each source through other supporting documents or direct instruction. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** The first source is an excerpt from a primary source written by Bartolomeo de las Casas in 1542 in order to highlight the treatment of natives by Spanish Conquerors.

**SOURCE B** The second source is an image taken from a Texas newspaper in 1916 depicting the treatment of Mexican Americans by law enforcement during a time of increased Mexican immigration to Texas.

**SOURCE C** "The U.S. Deported a Million of Its Own Citizens to Mexico during the Great Depression," is meant to highlight a more modern example of political oppression. This source adds to students' understanding of oppression with respect to government oppression.

## Supporting Question 1

## Featured Source A

“Destruction of the Indies,” Bartolomeo de las Casas, 1552 (excerpts)

“A SHORT ACCOUNT OF THE DESTRUCTION OF THE INDIES...Into and among these gentle sheep, endowed by their Maker and Creator with all the qualities aforesaid, did creep the Spaniards, who no sooner had knowledge of these people than they became like fierce wolves and tigers and lions who have gone many days without food or nourishment. And no other thing have they done for forty years until this day,<sup>1</sup> and still today see fit to do, but dismember, slay, perturb, afflict, torment, and destroy the Indians by all manner of cruelty new and divers and most singular manners such as never before seen or read of heard of some few of which shall be recounted below, and they do this to such a degree that on the Island of Hispaniola, of the above three millions souls that we once saw, today there be no more than two hundred of those native people remaining. The island of Cuba is almost as long as from Valladolid to Rome; today it is almost devoid of population. The island of San Juan [Puerto Rico] and that of Jamaica, large and well favoured and lovely islands both, have been laid waste. On the Isles of the Lucayos [Bahamas] . . . where there were once above five hundred thousand souls, today there is not a living creature. All were killed while being brought, and because of being brought, to the Island of Hispaniola where the Spaniards saw that their stock of the natives of that latter island had come to an end. . . . Two principal and general customs have been employed by those, calling themselves Christians, who have passed this way, in extirpating and striking from the face of the earth those suffering nations. The first being unjust, cruel, bloody, and tyrannical warfare. The other after having slain all those who might yearn toward or suspire after or think of freedom, or consider escaping from the torments that they are made to suffer, by which I mean all the native-born lords and adult males, for it is the Spaniards’ custom in their wars to allow only young boys and females to live being to oppress them with the hardest, harshest, and most heinous bondage to which men or beasts might ever be bound into. . . . The cause for which the Christians have slain and destroyed so many and such infinite numbers of souls, has been simply to get, as their ultimate end, the Indians’ gold of them, and to stuff themselves with riches in a very few days, and to raise themselves to high estates.”

## Supporting Question 1

## Featured Source B

"Keep Eye on Border Mexican," *Laredo Times*, 1916. *Refusing to Forget Project*. Accessed from: <https://refusingtoforget.org/lesson-plans/>

This image was printed in a local Texas newspaper in 1916. In response to increased Mexican immigration to Texas, many Mexican Americans were targeted by local law enforcement.



## Supporting Question 1

## Featured Source C

“The U.S. Deported a Million of Its Own Citizens to Mexico During the Great Depression,”  
 Becky Little, History.com. (excerpts) Accessed from:  
<https://www.history.com/news/great-depression-repatriation-drives-mexico-deportation>

In the 1930s, the Los Angeles Welfare Department decided to start deporting hospital patients of Mexican descent. One of the patients was a woman with leprosy who was driven just over the border and left in Mexicali, Mexico. Others had tuberculosis, paralysis, mental illness or problems related to old age, but that didn't stop orderlies from carrying them out of medical institutions and sending them out of the country.

These were the “repatriation drives,” a series of informal raids that took place around the United States during the Great Depression. Local governments and officials deported up to 1.8 million people to Mexico, according to research conducted by Joseph Dunn, a former California state senator. Dunn estimates around 60 percent of these people were actually American citizens, many of them born in the U.S. to first-generation immigrants. For these citizens, deportation wasn't “repatriation”—it was exile from their country.

The logic behind these raids was that Mexican immigrants were supposedly using resources and working jobs that should go to white Americans affected by the Great Depression. These deportations happened not only in border states like California and Texas, but also in places like Michigan, Colorado, Illinois, Ohio and New York. In 2003, a Detroit-born U.S. citizen named José Lopez testified before a California legislative committee about his family's 1931 deportation to Michoacán, a state in Western Mexico...

...local governments and officers with little knowledge of immigrants' rights simply arrested people and put them on trucks, buses or trains bound for Mexico, regardless of whether they were documented immigrants or even native-born citizens. Deporters rounded up children and adults however they could, often raiding public places where they thought Mexican Americans hung out. In 1931, one Los Angeles raid rounded up more than 400 people at La Placita Park and deported them to Mexico...

...Although there was no federal law or executive order authorizing the 1930s raids, President Herbert Hoover's administration, which used the racially-coded slogan, “American jobs for real Americans,” implicitly approved of them. His secretary of labor, William Doak, also helped pass local laws and arrange agreements that prevented Mexican Americans from holding jobs. Some laws banned Mexican Americans from government employment, regardless of their citizenship status. Meanwhile, companies like Ford, U.S. Steel and the Southern Pacific Railroad agreed to lay off thousands of Mexican American workers.

## Supporting Question 2

<b>Supporting Question</b>	How have people used collective action to gain power?
<b>Formative Performance Task</b>	Create a detailed list of ways that people have used collective action to gain power.
<b>Cognitive Skills</b>	<b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims. <b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).
<b>Featured Sources</b>	<b>Source A:</b> "50 Years Later, Remembering the Delano Grape Strike," Griselda Nevarez. Associated Press. Sept. 26, 2015. News Article. Accessed from: <a href="https://www.nbcnews.com/news/latino/50-years-later-remembering-delano-grape-strike-n433886">https://www.nbcnews.com/news/latino/50-years-later-remembering-delano-grape-strike-n433886</a>
	<b>Source B:</b> "'Day Without Latinos': Thousands Protest Immigration Crackdown in Wisconsin." MSNBC. Feb. 13, 2017. Accessed from: <a href="https://www.nbcnews.com/news/latino/day-without-latinos-thousands-protest-immigration-crackdown-wisconsin-n720286">https://www.nbcnews.com/news/latino/day-without-latinos-thousands-protest-immigration-crackdown-wisconsin-n720286</a>

### Supporting Question 2 and Formative Performance Task

The second supporting question is: *How have people used collective action to gain power?* This question is meant to accomplish two things: First, it enables students to see how groups of individuals may take collective action to gain power. Second, it shows how individuals who have been actively oppressed can overcome oppression through collective action. Students examine two sources in order to answer this question.

The formative task asks students to create a detailed list of ways that people have used collective action to gain power. This task is meant to be similar to the first, which allows students to build on prior knowledge. Teachers may implement this task using sourcing and close reading techniques along with the three-part graphic organizer they gave to students for the first task.

### Featured Sources

The following sources provide students with at least two ways individuals have used collective action to gain power. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** The first source looks back at the Grape Boycotts implemented by migrant workers in the 1970s and the results of their efforts.

**SOURCE B** The second source details the efforts of immigrant rights activists in Milwaukee, WI. This source provides a more modern example of collective action.

## Supporting Question 2

## Featured Source A

"50 Years Later, Remembering the Delano Grape Strike," Griselda Nevarez. Associated Press. Sept. 26, 2015. (excerpts) Accessed from:  
<https://www.nbcnews.com/news/latino/50-years-later-remembering-delano-grape-strike-n433886>

It's been five decades since thousands of Mexican-American and Filipino farm workers walked out on California table and wine grape growers in what became known as the Delano grape strike.

They were demanding better wages and working conditions. The strike lasted more than five years and prompted an international boycott of grapes. The efforts were a complete success and led to the creation of the nation's first farm workers union—the United Farm Workers of America (UFW)...

... "Fifty years ago this month Filipino and Latino grape workers did what many thought was impossible," UFW President Arturo Rodriguez said. "They took on the mightiest industry in California—an industry that viewed itself as invincible."

The strike started Sept. 8, 1965 when Filipino grape workers walked out on grape growers in Delano, Calif., to protest years of poor pay and working conditions. A week later, labor leader Cesar Chavez joined the strike and so did Latino farm workers.

In addition to the strike, a boycott of table grapes was initiated, which spread throughout the United States and other countries. There were also peaceful marches, including a 300-mile march from Delano to Sacramento, and protests that sometimes turned violent. There were instances where strikers were abused, shot at or threatened by growers and sheriffs.

In an effort to draw attention to the violence being used against the striking farm workers and to reaffirm his belief for nonviolence, Chavez began a water-only fast on Feb. 11, 1968. After 25 days, Chavez ended the fast during a ceremony held at the Forty Acres complex that drew thousands of people, including Sen. Robert F. Kennedy.

The strike and grape boycott continued for two more years until July 29, 1970, when California table grape growers signed union contracts and agreed to grant workers better pay, benefits and protections. The contracts were signed inside a union hall at the Forty Acres complex.

"What the grape strikers achieved went far beyond themselves," Rodriguez said. "They inspired succeeding generations of Americans to social and political activism. And they created a revolution in empowerment and self-determination among Latinos that is felt in every corner of America today."

Supporting Question 2

Featured Source B

“Day Without Latinos’: Thousands Protest Immigration Crackdown in Wisconsin.” MSNBC. Feb. 13, 2017. Accessed from: <https://www.nbcnews.com/news/latino/day-without-latinos-thousands-protest-immigration-crackdown-wisconsin-n720286>

Screenshot from video:



## Supporting Question 3

<b>Supporting Question</b>	How have people used individual action to gain power?
<b>Formative Performance Task</b>	Create a detailed list of ways that people have used individual action to gain power. Write a persuasive claim that answers the supporting question.
<b>Cognitive Skills</b>	<b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims. <b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas). <b>Argumentative Claim:</b> Developing a strong opinion/ argument through clear, well-sequenced claims.
<b>Featured Sources</b>	<b>Source A:</b> "Gloria Estefan on Bringing Latin Music to the World," Google Arts and Culture. Accessed from: <a href="https://artsandculture.google.com/story/EgISQW03EG4YKA">https://artsandculture.google.com/story/EgISQW03EG4YKA</a>
	<b>Source B:</b> "'Day Without Latinos': Thousands Protest Immigration Crackdown in Wisconsin." MSNBC. Feb. 13, 2017. Accessed from: <a href="https://www.nbcnews.com/news/latino/day-without-latinos-thousands-protest-immigration-crackdown-wisconsin-n720286">https://www.nbcnews.com/news/latino/day-without-latinos-thousands-protest-immigration-crackdown-wisconsin-n720286</a>

## Supporting Question 3 and Formative Performance Task

The third supporting question is: *How have people used individual action to gain power?* This question focuses students' attention on the power of individual actions. The sources that accompany these questions highlight three individuals who have used individual action to achieve various levels of influence and power in society.

The formative task asks students to create a detailed list of ways that people have used individual action to gain power and to write a persuasive claim that answers the supporting question. Students can add to their graphic organizer. In addition, students can practice summarizing evidence by writing a one to two sentence claim to answer the supporting question. Doing so provides students with practice in supporting an argument with evidence.

Teachers may implement this task by asking students to add to the three-columned graphic organizer from the first two supporting questions. In addition, teachers should encourage students to begin to brainstorm possible answers to the compelling question based on what they know already. In addition, all three of these sources are video based, so teachers can take time to create guided questions or show students ways to break down video sources in ways that are different from text-based sources.

## Featured Sources

The following sources provide students with three examples of individuals who have used individual action to gain influence and power. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** This source profiles the musician Gloria Estefan and her impact on pop music in the United States.

**SOURCE B** The second source is a campaign ad created by current Congresswoman Alexandria Ocasio-Cortez from her 2018 run for Congress.

**SOURCE C** The final source is a video interview (along with transcript) with current Supreme Court Justice Sonia Sotomayor.

## Supporting Question 3

## Featured Source A

“Gloria Estefan on Bringing Latin Music to the World,” Google Arts and Culture. Accessed from: <https://artsandculture.google.com/story/EgISQW03EG4YKA>

Screenshot from video:



“Having any kind of impact on music is a huge blessing because music is so important to me; music impacted my life in a healing way, and I have a great respect for it. But also, even though we were known worldwide in English, it was important for us to do a record like *Mi Tierra* [Gloria’s first Spanish-language album] because we thought that it was a good moment where people would be interested in knowing where our sound had come from. It made us feel like we were doing something culturally important for the time, because the sound of the record is so inspired by 1940s Cuba, and it still continues to be listened to and talked about. That’s a really great feeling.

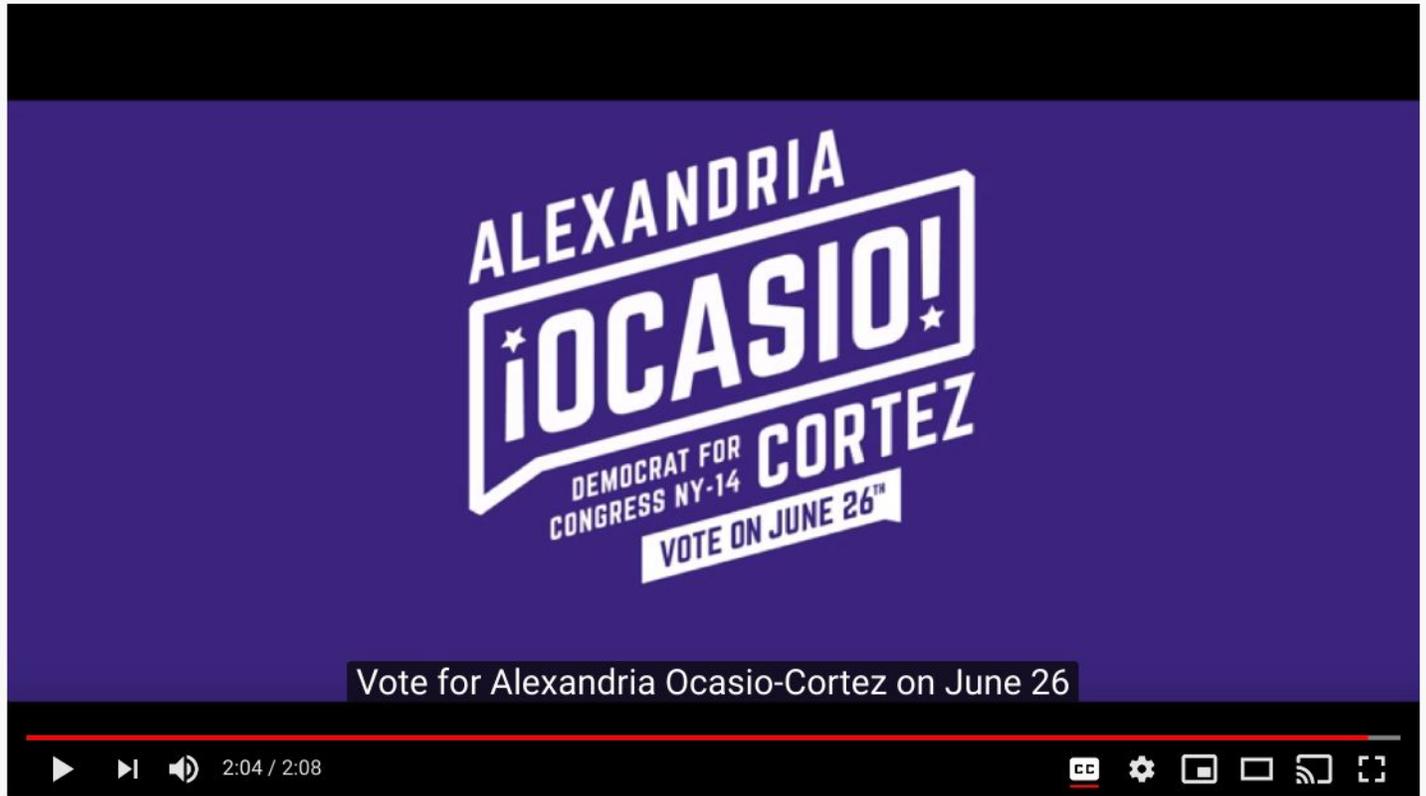
How does that help define what it means to be Latino? I think it helps define what it means to be a human being that’s happy, you know? Being successful in something they love to do with someone they love. And I think it’s a human dream, but also that’s the American Dream, definitely. Of course, for Latinos, that means something extra special in that we came from somewhere else, but were able to live that life and make an impact in this country.”

### Supporting Question 3

**Featured Source B**

“The Courage to Change,” Campaign Advertisement for Alexandria Ocasio-Cortez, 2016.  
 Accessed from: <https://www.youtube.com/watch?v=rq3QXIVR0bs>

Screenshot from video:



This video was produced by current New York Representative to Congress, Alexandria Ocasio-Cortez.

## Supporting Question 3

## Featured Source C

"The Real Sonia Sotomayor." NBC News Learn. Accessed from:  
<https://www.nbclearn.com/shepersisted/cuecard/62664>

Screenshot from video:

**Transcript:**

"The Real Sonia Sotomayor"

SAVANNAH GUTHRIE, anchor: Sonia Sotomayor is only the third woman to serve on the U.S. Supreme Court and the first Hispanic Justice on the High Court. This week, she releases "My Beloved World," a deeply personal memoir. I recently met up with Justice Sotomayor at her childhood church to learn a little bit more about the woman behind the robe.

JUSTICE SONIA SOTOMAYOR: I wrote this book right after my nomination because I wanted to hold on to the real Sonia.

GUTHRIE: The real Sonia traces her earliest footsteps on the streets of the Bronx.

JUSTICE SOTOMAYOR: This was a bustling, bustling area, jam packed with people.

GUTHRIE: Telling a story, it turns inspiring and heartbreaking. At age eight, diagnosed with juvenile diabetes, and her mother Selena left to raise two young children after Sotomayor's father died, following a long battle with alcohol. Do you think you were fully aware of the struggles he was having with alcohol?

JUSTICE SOTOMAYOR: Even as a child, I asked if you really love me, why can't you stop? I never asked him that question because I knew the answer. He can't, he couldn't.

GUTHRIE: You've spoken so warmly of your mother, who I know you adore, but as a child we learn in the book, you didn't always have that close relationship. And at one point I think you used the word neglect.

JUSTICE SOTOMAYOR: Neglect was the right word. I barely saw my mother. And the mom I saw was often angry and unhappy. The mother I grew up with is not the mother I know now. It's not the mother she became after my father died. So help me God. And that's been the greatest prize of my life. Because in watching my mother grow and develop herself, I grew and developed myself.

GUTHRIE: Here from the church she once attended with her aunt to the library where she voraciously gobbled up books.

JUSTICE SOTOMAYOR: I read anything and anything I could get my hands on.

GUTHRIE: The future Supreme Court Justice was cultivating a love of the law from two unlikely legal influences--Nancy Drew and Perry Mason.

JUSTICE SOTOMAYOR: In one episode after the guilty party had confessed, Perry turned to the judge. And at that moment, I realized that the most important person in that room was the judge. And I wanted to be that person.

GUTHRIE: You wanted to be the most important person in the room?

JUSTICE SOTOMAYOR: Everybody has a little ego.

GUTHRIE: That self-assurance and work ethic took her to Princeton, Yale Law School, and the hallowed halls of justice. You take this on with such confidence. Weren't these intimidating situations?

JUSTICE SOTOMAYOR: Oh, gosh. I was filled with fear. When you come from a background like mine where you're entering worlds that are so different than your own, you have to be afraid.

GUTHRIE: Do you still have that fear?

JUSTICE SOTOMAYOR: Oh, yes. Oh, yes. You should have seen me the first year on the Supreme Court.

GUTHRIE: Is the Supreme Court the kind of place where a person like you could come in and acknowledge to the other justices, this is kind of intimidating?

JUSTICE SOTOMAYOR: No. You don't announce it at a conference. No, you-- you do your job, okay?

GUTHRIE: That job requires Sotomayor to render decisions on the hot-button issues of the day, from gay marriage to affirmative action. Outside of the court, Sotomayor has embraced her public profile as a chance to inspire young kids.

JUSTICE SOTOMAYOR: We're here to tell you all about the word career.

GUTHRIE: But she admits to feeling an occasional tug of regret over never having children of her own. Do you think if you had chosen a different course in your personal life, you would be a Supreme Court Justice?

JUSTICE SOTOMAYOR: I don't know. But I knew that I wanted to be an independent woman with my own career and successful in whatever I chose to do. Could I have that and have had children? Many women do. Can you have it all every minute of the day? No.

GUTHRIE: Divorced since 1983 from her high school sweetheart, today she spends what little free time she has staying fit, watching her beloved Yankees. Fell in love again late in life.

JUSTICE SOTOMAYOR: She most certainly did.

GUTHRIE: Do you ever wonder if that might happen for you?

JUSTICE SOTOMAYOR: All the time.

GUTHRIE: So where do you take a Supreme Court justice on a date?

JUSTICE SOTOMAYOR: I don't have any idea yet. To have a romance, you have to have time. I'm a justice. I've written a book. The guy is going to have to wait until I'm a little bit freer.

GUTHRIE: I wonder what if anything you're ambitious for now?

JUSTICE SOTOMAYOR: I haven't finished growing yet. I'm young at heart. I'm young in spirit and I'm still adventurous.

GUTHRIE: That she is. Supreme Court Justice Sonia Sotomayor. Again her memoir is called "My Beloved World."

Summative Performance Task	
<b>Compelling Question</b>	What does it mean to be powerful?
<b>Formative Performance Task</b>	Construct an argument that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
<b>Cognitive Skills</b>	<p><b>Argumentative Claim:</b> Students demonstrate this skill by developing a defensible argument answering the inquiry.</p> <p><b>Integration of Evidence:</b> Students demonstrate this skill by representing evidence accurately. Evidence of this skill is found in the body of the inquiry argument.</p> <p><b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims.</p> <p><b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).</p>

At this point in the inquiry, students have examined supporting questions that provide three examples of how people can gain power. Each supporting question is designed to provide students with perspectives from across history in order to construct a response to the compelling question. They recorded their findings on a graphic organizer along with a practice claim. They will then use this work to build and support their argument.

Students should demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their emerging understandings. This final step requires them to create an argument through writing, debate, or some other venue. In this instance, students' arguments will be less likely to take the form of a definitive stance, but rather show prioritization of evidence as they grapple with the definition of what it means to be powerful.

## Argument Stems

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

- Although many individuals have used intelligence and hard work to become influential in their communities, power is often concentrated in groups. Groups use power to oppress others through force or to pressure others through collective action.
- Power can come in many different forms. Power can look like political influence from the efforts of groups fighting for a cause. Power can also be the inspiration shown by individuals who have overcome obstacles. Power can even be oppressive as many governments and armies have used force to gain power.
- Although people often think of power as oppressive and gained through force, power can also be gained peacefully. This approach is demonstrated by the efforts of individuals and collective groups who have used intelligence, organizing, and courage to influence the world around them.

To support students in their argument making, teachers should model how each supporting question builds on the others to construct different ways of answering the compelling question. Teachers should encourage students to use their evidence to support their thinking, pushing students to write arguments that are clear, accurate, well-reasoned, and evidence based.

**EXTENSION** To extend their arguments, students have the opportunity to research an historical individual and create a slideshow, poster, or textbook entry that details the methods that person became powerful using the class categories of methods from the Staging the Question section. This task not only allows for student choice, but it provides the chance for students to connect their own thinking from the start of the inquiry to a new situation.

Taking Informed Action	
<b>Action Question</b>	What does it mean to be powerful?
<b>Civic Theme</b>	<b>CARE:</b> Students act responsibly to promote the common good.
<b>Action Task</b>	Invite local politicians, business leaders, or community organizers to hold a round table or panel discussion about solutions to oppression in your community.
<b>Cognitive Skills</b>	<b>Comparing/Contrasting:</b> Students apply this skill by comparing and contrasting the solution for their issues to others with similar issues and solutions.
	<b>Evaluating Arguments:</b> Students apply this skill by evaluating competing arguments and explanations in their recommendation to a stakeholder.

### Structure of Taking Informed Action

Taking informed action tasks have three steps to prepare students for informed, reasoned, and authentic action. The steps ask students to (1) *understand* the issues evident from the inquiry in a larger and/or current context; (2) *assess* the relevance and impact of the issues; and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students have the opportunity to take informed action by drawing on their understanding of global citizenship and glocal concerns in order to address an issue in their community.

**UNDERSTAND** Research local groups of people who may be currently experiencing oppression.

- For example, students may recognize, and look at, the reasons why some individuals in their communities may be food insecure. This research could be teacher-guided looking at the ways that jobs have changed in that area over time, leaving some people to be economically oppressed by business decisions.

**ASSESS** Based on this research, students should be encouraged to evaluate the situation and develop a set of solutions that could be implemented by local institutions (e.g., government, community-based, non-profit). These solutions do not have to be fully developed or guaranteed to work. What is critical here is that students brainstorm ideas and grapple with the ways that oppression can be dismantled. Students may not be able to change the minds of business leaders. However, they can find out how local organizations may already be attempting to alleviate oppression.

**ACT** Finally, students could invite local politicians, business leaders, or community organizers to hold a round table or panel discussion about oppression in your community.

- Although this task may be daunting, students should be encouraged to look at those who are currently in power and have the ability to address problems that might be facing. If a roundtable discussion is not possible, teachers could consider alternatives such as a video call with one local leader, one guest speaker coming to class, or even having students write to their leaders.

**CIVIC THEME** This task reflects the civic theme of *care building*. When students engage in care building tasks, they recognize their social responsibilities and seek to help others, mitigate harm, and promote the common good. By

researching and evaluating a way in which people are being oppressed, students surface the problem and actively seek solutions to mitigate the harm, demonstrating the shared responsibility communities have to one another.

## Note about Ways to Take Informed Action

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This inquiry has a *suggested* taking informed action task. Teachers and students are encouraged to revise or adjust the task to reflect student interests, the topic/issue chosen for the task, time considerations, etc.

Taking informed action can manifest in a variety of forms and in a range of venues. They can be small actions (e.g., informed conversations) to the big (e.g., organizing a protest). For this project, students may instead express action by creating a public service announcement (as noted in the extension), organizing a panel discussion, conducting a survey and the like; these actions may take place in the classroom, the school, the local community, across the state, and around the world. What's important is that students are authentically applying the inquiry to an out-of-classroom context. Actions should reach people outside of the classroom.

For more information about different ways students can take action, see: Muettert, C. & Swan, K. (2019). Guiding Taking Informed Action Graphic Organizer. *C3Teachers*. Available from: <http://www.c3teachers.org/inquiries/civic-action-project/>.