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| **Teacher(s)** | **Alvarado, Burgess** | **Subject group and discipline** | **Individuals and Societies** | | |
| **Unit title** | **Constitution** | **MYP year** | **2** | **Unit duration (hrs)** | **20** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Perspective** | **Context**  **Audience Imperatives** | **Fairness and Development**  **Exploration: Democracy, politics, government and civil society** |
| **Statement of inquiry** | | |
| **The interpretation of a society’s governing principles shift based on society and people’s perspectives.** | | |
| **Inquiry questions** | | |
| Factual**—** **What are the different sections of the Constitution?  Who wrote the Constitution?**  Conceptual**— What is a right? What are norms and customs? Why was the Constitution written? What events happened leading up to the writing of the Constitution?**  Debatable**—** **Is the Constitution relevant to today’s society?** | | |
| **ATL Skills:**  In order to think creatively, students must create original works and ideas, and use critical and creative strategies and brainstorming to generate ideas. | | |