

READINGTON PUBLIC SCHOOL DISTRICT

3rd Grade Social Studies 2022

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
<p style="text-align: center;">Unit 1 Global Connections September to December</p>	<ul style="list-style-type: none">● Maps are used to identify location, direction, and distance● The physical and human traits of a location create a relationship between geography and culture● People are connected to other people and places through the things they produce and consume

	<ul style="list-style-type: none"> • Cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
<p style="text-align: center;">Unit 2 Migration and Movement January to March</p>	<ul style="list-style-type: none"> • The United States is a place where many cultures come together • There are many “push and pull” factors that drive people to immigrate to a new place • Diverse groups have migrated to different regions of the United States and had an impact on the land and people • People can belong to multiple identity groups and cultural identity is something that evolves with new experiences • Multiculturalism and diversity can enrich communities
<p style="text-align: center;">Unit 3 The 20th Century Civil Rights Movement April to June</p>	<ul style="list-style-type: none"> • Citizens have rights and responsibilities • People and groups can influence decision-makers to improve their communities and take steps toward greater equality and justice • There are multiple causes and effects of inequality in a community • Citizens have the responsibility to stand up to exclusion, prejudice, and injustice • There are many figures, events, and strategies that have contributed to the struggle for equality and justice

VI. UNITS OF STUDY

<p>3rd Grade: Unit 1 Global Connections</p>
<p>Desired Results</p>
<p>Standards: 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p>

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Understandings:

- We come into contact with items that have been harvested, manufactured, produced, or otherwise touched by people around the world.
- Items are connected to distant places and the people who live there through the movement of people, goods, and ideas.

Essential Questions:

- How can we act as global citizens?
- What stories do maps tell?
- How is culture shaped by geography?
- How are we connected to people and places through what we produce and consume?
- How am I part of a global community?

Students will be able to...

Module 1:

- Identify connections to places on a world map

Module 2:

- Use maps of different scales to identify locations within larger regions (city, state, country, continent, hemisphere)
- Use cardinal directions to describe the relative location of places
- Identify locations within North America and in relation to the equator, continents, and oceans
- Identify location, direction, scale, size, and shape using physical and political maps

Module 3:

- Identify the physical and human characteristics of distant places
- Gather information about an assigned country from a variety of sources
- Make inferences about how daily life is influenced by the environment
- Make reasoned claims about the relationship between geography and culture
- Give meaningful critique feedback

Module 4:

- Explain how we are connected to people and places through the things we produce and consume (eat, wear, etc.)
- Describe the natural, human, and capital resources needed for production of a good or service
- Explain that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence)
- Identify the natural resources and industries of their own state

Module 5:

- Explain what it means to be a global citizen
- Describe how globalization and cultural diffusion connect us to people and places around the world
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

- Investigate ways to take action to solve problems in a way that promotes the common good
- Reflect upon findings to identify important ideas to share, problems to address, and solutions that their Inquiry Product might provide

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook Activity: Our Connections Around the World
- Generating Investigation Questions

Module 2:

- Map Features and Purposes
- Where in the World?
- Using Grids to Describe Locations
- Continent Bumper Stickers
- Reflecting on Maps

Module 3:

- Identifying Physical and Human Characteristics
- Deeper Connections Between Geography and Culture
- Reflecting on Geography and Culture
- Travel Plan Partner Critique

Module 4:

- Global Trade and Interdependence
- Locating Raw Materials
- Tracking the Global Banana Split
 - Focus on how the availability of resources affects people across the world differently
- Unpacking the Story of Cotton
 - Talking points in Socratic Seminar should address aiding nations in need
- Reflecting on Interdependence

Module 5:

- Globalization
- Diffusion of Soccer Around the World
- What It Means to Be Global
- Synthesizing Findings and Drawing Conclusions
- Constructing the Inquiry Challenge Statement

Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard. **Focus on an economic issue that impacts children and a solution.**

- Brainstorm: Comparing Models to Develop Success Criteria
- Brainstorm: Team Norms
- Brainstorm: Generating Ideas for the Work
- Prototype: Sketching a Mock-Up
- Improve: Critiquing Rough Drafts
- Improve: Developing the Work
- Reflect: Revisiting the Inquiry Challenge

Interdisciplinary Connections

ELA: RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Activity:** After reading "The Story of Cotton" handout, students will participate in a Socratic Seminar. Each student will ask and answer questions connected to the text during the discussion and cite text evidence in their responses.

Science 3-5-SETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **Activity:** After reviewing the "Banana Split" slide presentation, students will generate and compare possible solutions to the global issue of how the availability of resources affects people across the world differently.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. **Activity:** After reviewing the "Banana Split" slide presentation, students will generate and compare possible solutions to the global issue of how the availability of resources affects people across the world differently.

9.2 Career Awareness, Exploration, Preparation and Training: 9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. **Activity:** Read "The Story of Cotton" and discuss how clothing is made and how this connects us to people and places around the world. Give examples of what life is like for the people that make our clothing.

9.4 Life Literacies and Key Skills: 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Activity:** After reviewing the "Banana Split" slide presentation, students will generate and compare possible solutions to the global issue of how the availability of resources affects people across the world differently.

Computer Science and Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **Activity:** Read "How to Make a Cherry Pie and See the USA" by Marjorie Priceman. Identify and map out different states where the resources can be found. Using the data charted on the map, find cause and effect relationships for the production of a cherry pie. (Module 4, Lesson 2)

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - Prior knowledge and skills with map features
 - Awareness of connections to distant people and places
- Review "Plane Tickets"

Summative:

- "Travel Plan" handouts
- "Interdependence" handouts
- "Our Global Community" handouts
- Module 2 Observations teacher worksheet
- Module 3 Observations teacher worksheet
- Module 4 Observations teacher worksheet

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

<ul style="list-style-type: none"> • Module 5 Observations" teacher worksheet • Unit project 	
Resources	
<p>Core Materials:</p> <ul style="list-style-type: none"> • Most updated version of inquirED Grade 3 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Technology: <ul style="list-style-type: none"> ◦ Chromebooks 	

<p>3rd Grade Unit 2 Migration and Movement</p>	
Desired Results	
<p>Standards:</p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	
<p>Understandings:</p> <ul style="list-style-type: none"> • Except for Native Americans, we all originally came from someplace else. We all have a story to tell. • Cultural identity has meaning and value, and multiculturalism can enrich communities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we honor and respect our many cultures? • What happens when you leave your home for a new place? • What timeless themes exist across stories of immigration? • How do we stay true to who we are when things around us change? • How does multiculturalism enrich our communities?
<p><i>Students will be able to...</i></p> <p>Module 1:</p> <ul style="list-style-type: none"> • Analyze multiple sources to explore the symbolism of the Statue of Liberty 	

- Compare the author’s message in two works of literature about immigration
- Recognize that the United States is a place where many cultures come together

Module 2:

- Define “push factors” and “pull factors” of immigration
- Use textual and graphic evidence to identify push or pull factors in immigration stories
- Describe challenges and successes of moving to a new place
- Analyze common themes across immigration stories

Module 3:

- Generate observations and wonderings about waves of immigration to the US
- Gather information from various sources about waves of immigration to the US and their outcomes
- Describe diverse groups that have migrated to different regions of the US
- Use evidence to draw conclusions about waves of immigration
- Determine and explain timeless themes found across immigration stories

Module 4:

- Describe the importance of cultural identity
- Analyze immigration stories to identify examples of how cultural identity evolves with new experiences
- Recognize that people belong to multiple identity groups

Module 5:

- Describe the impact of immigration to the US on the cultural development of different places or regions of the US
- Define multiculturalism and explain its importance to communities
- Describe how communities are enriched by multiculturalism
- Identify ways communities can promote multiculturalism
- Identify challenges or opportunities in the local community

Learning Activities

Module 1:

- Hook Activity: Coming to America
- Generating Investigation Questions

Module 2:

- Identifying Push and Pull Factors
- The Impact of Conflict on Movement
- Leaving One’s Homeland for New Opportunities (AAPI)
- Independent Investigation into Immigration Stories
 - [National Geographic Path to Citizenship Infographic and Lesson Ideas](#)
- Reflecting on Immigration Stories

Module 3:

- Waves of Immigration to the US
- Waves of Immigration Jigsaw
- Reflecting on Timeless Themes of Immigration
- Critique and Revision of Timeless Themes

Module 4:

- Exploring Cultural Identity
- Evolving Cultural Identity with New Experiences (AAPI)
- Reflecting on Cultural Identity

Module 5:

- Multicultural Communities
- Embracing Diversity and Inclusion (Holocaust)
- Pulling It All Together

Interdisciplinary Connections

ELA: RI: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Activity:** Students will read and analyze two immigration stories to investigate what it feels like to move to a new place. They will then complete a Card Sort to determine whether reasons to move are push or pull factors and will explain their thinking using evidence from the texts. (Module 2, Lesson 1)

Math 3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic. **Activity:** Using the information found on the [Scholastic Immigration website](#), student pairs will choose one decade and look at the total number of immigrants that came from each continent during this ten-year period. Then they will write comparison statements using < and > as well as answer questions requiring them to add and subtract the different amounts.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. **Activity:** Identify risks that individuals and households face. **Activity:** Read *Hope and Tears: Ellis Island Voices* by Gwenyth Swain (Module 3, Lesson 3). In pairs or small groups, students will list the risks taken by the family during their journey. Then students will list what risks and challenges the family will face in a new country.

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.5.CAP.8: Identify risks that individuals and households face. **Activity:** Read *Hope and Tears: Ellis Island Voices* by Gwenyth Swain (Module 3, Lesson 3). In pairs or small groups, students will list the risks taken by the family during their journey. Then students will list what risks and challenges the family will face in a new country.

9.4 Life Literacies and Key Skills: 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem. **Activity:** (To be completed after Module 3) Students brainstorm a list of problems that can occur during the immigration process. Encourage students to focus on challenges faced by both the immigrant and problems that could arise in their new country as a result of their immigration (i.e., disease, overcrowding, etc.). In small groups or pairs, students will choose one problem from the list and brainstorm the people or resources needed to solve the problem.

Computer Science and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. **Activity:** Given a set time period, students collect data about the number of people immigrating to the United States using the [Scholastic Immigration website](#). To share their data, they will create at least two different models (examples: bar graphs, line plots, pictographs, etc.) using technology.

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - Identifies evidence that demonstrates multiculturalism in the US
 - Explains connections between the concepts of culture and community
- Draft “Timeless Theme” handouts
- “Cultural Identity” handouts

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

<p>Summative:</p> <ul style="list-style-type: none"> ● “Immigrant Story Themes” handouts ● Revised “Timeless Theme” handouts ● “One Community, Many Cultures” handouts ● Module 2 Observations teacher worksheet ● Module 3 Observations teacher worksheet ● Module 4 Observations teacher worksheet ● Module 5 Observations" teacher worksheet ● Unit project 	
Resources	
<p>Core Materials:</p> <ul style="list-style-type: none"> ● Most updated version of inquirED Grade 3 <p>Supplemental Materials:</p> <ul style="list-style-type: none"> ● Subject specific leveled texts are available in school bookrooms, classroom libraries, and EPIC ● Technology: <ul style="list-style-type: none"> ○ Brainpop ○ US Immigration History Preserved on Angel Island ○ Scholastic Immigration ○ Chromebook ○ Smartboard and overhead camera 	

<p>3rd Grade Unit 3 The 20th Century Civil Rights Movement</p>
Desired Results
<p>Standards:</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p> <p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need."
 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

- Understandings:**
- Citizens exercise their rights and responsibilities to work for change.
 - All community members can work toward equality and justice, including the youth.

- Essential Questions:**
- How can we take steps toward equality and justice?
 - Who or what protects equality?
 - How have people in the past taken steps toward equality and justice?
 - Who plays a role in bringing about change?
 - How are young people today taking steps toward equality and justice?

Students will be able to...

Module 1:

- Identify common misconceptions about the civil rights movement and the March on Washington
- Recognize key vocabulary for the unit, with support

Module 2:

- Identify the rights and responsibilities of citizens
- Identify some root causes and impacts of inequality
- Describe roles of government, laws, and citizens in protecting rights
- Explain the distinction between (un)equal treatment between people and under the law
- Describe connections between key concepts (citizenship, equality, inequality, laws, responsibility, rights, discrimination, segregation, government)

Module 3:

- Identify figures, events, and strategies that have contributed to the struggle for equality and justice
- Make inferences about goals and impacts of nonviolent protest
- Identify skills or attributes that help people to confront injustice
- Recognize the responsibility of citizens to stand up to exclusion, prejudice, and injustice
- Engage in collaborative discussion

Module 4:

- Use primary and secondary sources to investigate individuals and actions that have shaped change
- Identify ways that citizens exercise their rights and responsibilities
- Analyze evidence to draw conclusions about the impact of civic contributions
- Explain how and why the March on Washington benefited from the contributions of everyday citizens
- Recognize the importance of community organizing and action in working for equality and justice

Module 5:

- Use case studies to analyze community challenges, strategies for action, and outcomes
- Examine strategies that people have used to make changes to society
- Explore the reasons people take action in order to solve problems that affect them and others
- Reflect on findings to envision own potential for taking steps toward equality and justice
- Generate ideas about ways to address challenges and opportunities in their community

Learning Activities

Module 1:

- Hook Activity: Citizens Work for Equality
- Generating Investigation Questions

Module 2:

- Rights and Responsibilities
- Inequality
- Voting Rights
- Segregation
 - Read Aloud: *Follow Chester* by Gloria Respress-Chruchwell (Amistad)
- Reflecting on Equality

Module 3:

- Changemakers of the Civil Rights Movement (Amistad)
- Civil Disobedience: Rosa Parks and Claudette Colvin (Amistad)
- Sit-Ins: Ayanna Najuma and Clara Luper
- Reflecting on Changemakers
 - Read Aloud: *The Power of Her Pen* by Lesa Cline-Ransome

Module 4:

- March on Washington
 - Identify criteria that are likely to make leaders qualified
- Organizing for Change
- Supporting the Claim
- Reflecting on the March on Washington

Module 5:

- On the March
- Kids Take Action
- Positive Footsteps

Interdisciplinary Connections

Visual and Performing Arts: 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context. **Activity:** Students observe a variety of media artworks from and about the Civil Rights era. Use “Historical Photos Observations” from Module 1, March on Washington slide presentation and images from [Uncovering America: National Gallery of Art](#). Then answer and discuss the following questions: How do you think the art was made? What do you think the artist is trying to say? How would you describe the artwork? Can you see themes in these artworks?

ELA: RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **Activity:** Students will read *Claudette Colvin* by Martha London or access the [text through Epic!](#) (Module 3, Lesson 2). Students will determine the main idea and details to share with the class.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices:

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. **Activity:** Using [History for Kids](#) or other nonfiction sources from the unit, students compare and identify two leaders of the civil rights movement. Then explain what career path they chose and what qualifications were needed to attain these positions (Examples: Thurgood Marshall, who became a Supreme Court Justice, and Dr. Martin Luther King Jr. who was a church pastor).

9.4 Life Literacies and Key Skills: 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity. **Activity:** Students choose one of the changemakers (Rosa Parks, Claudette Colvin, Ayanna Najuma, Clara Luper, Ruby Bridges, or Dr. Martin Luther King Jr.) or one of the forms of protest (marches, sit-ins, boycotts) and form groups with others also interested in the same topic. Students discuss the topic while focusing on causes, actions, and outcomes. Then students will share opinions about the effectiveness of the person or protest.

Computer Science and Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Activity: After completing Module 4, students will discuss what they learned about the Civil Rights movement, including information about laws and various protests. Students will search for cause and effect relationships within the different protests looking at both positive and negative effects.

Assessment Evidence

Formative:

- Observe lesson activities to gauge the general entry point to key concepts and skills; look for:
 - Prior knowledge or misconceptions about citizen engagement and the civil rights movement

Summative:

- "Concept Connections Content Check" handouts
- "Changemakers Content Check" handouts
- "Supporting the Claim" handouts
- "Positive Footsteps" handouts
- Module 2 Observations teacher worksheet
- Module 3 Observations teacher worksheet
- Module 4 Observations teacher worksheet
- Module 5 Observations" teacher worksheet
- Unit project

Benchmark:

Inquiry Product Rubric
 Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

Resources

Core Materials:

- Most updated version of inquirED Grade 3

Supplemental Materials:

- Technology:
 - Chromebooks
 - Smartboard and overhead camera
 - [History for Kids](#)