

Social Studies

GRADE 3



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Orange Township Public Schools

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Office of the Superintendent



Social Studies Grade 3

Course Description:

The 3rd Grade Social Studies consists of 7 Units. It examines the environment, citizenship, civics, government, history, human rights, geography, contributions of people and celebrations of our communities. Students are engaged in diverse learning experiences that provides differentiated instruction with student choices. Students begin the course by learning about the physical characteristics and climate of North America. Students will proceed to learn about financial responsibility, economic choices and the resources needed to provide goods and services. Next, they will learn about the American Indians, early explorers and the events that led to the creation of the United States. Students will continue to learn about America's government, landmarks, symbols and important documents (U.S. Constitution, Declaration of Independence, Bill of Rights, etc). Students will learn the importance of rules and citizenship. They will learn how others have taken action to fight for causes they've believed in. Students will learn how America grew from 13 colonies, immigration and advancements in transportation and communication. Students will learn how people began to work for equal and human rights, as well as invent new machines and ideas in medicine. The course closes out with a celebration of communities, people, cultures and the diversity of the nation.

Scope and Sequence

Timeline	Concepts
Marking Period 1 Chapters 1 & 2	Civics, Government and Human Rights: <i>Using and protecting earth's resources.</i> Geography, People and Environment: <i>5 Regions of the United States; Land and Water; Weather and Climate; Map and graph; Interacting with the environment</i> Economics, Innovation, and Technology: <i>Decision and economic choices; Producing/consuming goods and services; human, capital and natural resources; economic interdependence.</i> History, Culture, and Perspectives: <i>Early economies.</i>
Marking Period 2 Chapter 3	Civics, Government and Human Rights: <i>Group cooperation (Iroquois Confederacy); Mayflower Compact; American patriots; US Constitution.</i> Geography, People and Environment: <i>Early Explorers; Early Spanish, French and English Communities; Exploring waterways; Louisiana Territory; 13 colonies</i> Economics, Innovation, and Technology: <i>Columbian</i>

	<p><i>exchange; Voluntary and involuntary settlers in the 13 colonies</i></p> <p><i>History, Culture, and Perspectives: Early explorers; Early Spanish, French and English communities; America's first peoples; 13 colonies; Pilgrims; Creating a new nation (American Revolution)</i></p>
<p>Marking Period 3</p> <p>Chapters 4 & 5</p>	<p><i>Civics, Government and Human Rights: Branches of government; Checks and balances; How ideas become laws; Levels of government; Reasons for rules and laws; Good citizenship, Process of immigrants becoming U.S. citizens; Taking actions for our rights;</i></p> <p><i>Geography, People and Environment: Washington, DC</i></p> <p><i>Economics, Innovation, and Technology: Governments work together</i></p> <p><i>History, Culture, and Perspectives: The American government; Landmarks, symbols and documents, Patriotic celebrations and traditions; Thurgood Marshall, Susan B. Anthony; Eleanor Roosevelt; Founding fathers; Ann Hutchinson; Abraham Lincoln; Clara Barton; Frederick Douglass; Harriet Tubman; Martin Luther King, Jr; Jane Addams</i></p>
<p>Marking Period 4</p> <p>Chapters 6 & 7</p>	<p><i>Civics, Government and Human Rights: Seeking equal rights; New ideas in human rights</i></p> <p><i>Geography, People and Environment: New ways to travel; Types of communities; People in communities; Cultural regions; Climate and weather</i></p> <p><i>Economics, Innovation, and Technology: New ways to travel; New ways to communicate, New ideas in medicine</i></p> <p><i>History, Culture, and Perspectives: A new home in America; Culture through arts; Cultural celebrations; Nation's diversity</i></p>

Unit 1	Social Studies	Grade(s)	3
Unit Plan Title:	Chapter 1-Our Environment- My World Interactive Pages 1-41		
Overview/Rationale			
In this unit, students will learn about Geography. Students will also learn about how people, as well as living things interact with the environment. This includes learning about the different landforms and bodies of water on Earth. The largest land areas on Earth are the 7 continents: North America, South America, Europe, Africa, Asia, Australia and Antarctica. The largest bodies of water include the 5 Oceans: Pacific, Atlantic, Indian, Southern and Arctic Oceans. In North America, there are four different types of climates: tropical, temperate, desert and arctic. The United States is divided into 5 regions. Students will be able to analyze the different natural resources, landforms and bodies of water that can be found in the regions of the United States. Students will be able to describe how people affect the environment, as well as how the environment affects people, plants and animals.			
New Jersey Student Learning Standards- Social Studies			
<ul style="list-style-type: none">6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted6.1.5.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.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.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).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.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.			

- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations

Career Readiness, Life Literacies, and Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 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
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology/Computer Science and Design Thinking

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Interdisciplinary Standards)

- MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes
- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment

Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea main idea.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection

between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1D. Explain their own ideas and understanding in light of the discussion.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

		<ul style="list-style-type: none"> W.3.7. Conduct short research projects that build knowledge about a topic 	
<p>21st Century Skills: Check all that apply</p> <p><i>E= encouraged T= taught A=assessed</i></p>			
T A	Civic Literacy	T	Communication
T A	Global Awareness	T A	Critical Thinking and Problem Solving
T A	Health Literacy	T A	Collaboration
T	Financial, Economic, Business, & Entrepreneurial Literacy	T A	Creativity and Innovation
T A	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> What is geography? What makes the regions of the United States unique? How does environment affect people, plants and animals? How are natural resources used? How do people affect the environment? 			
Enduring Understandings			
<ul style="list-style-type: none"> Geography is the study of Earth and its people. The physical geography of the United States includes a variety of landforms and bodies of water. These features are what makes the United States unique. The environment (including weather, climate, and natural resources) varies from one region of the United States to another and influences how where people, plants and animals live. The way people use natural resources affects how long those resources are available for people in the future. Conserving the environment is a critical part of our future. 			
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> I can describe physical features of various landforms and bodies of water. 			

- I can compare and contrast information that can be found on different maps.
- I can identify and compare the characteristics of different regions of the United States.
- I can describe the characteristics of the four climate regions in North America.
- I can describe the weather and climate in different places.
- I can explain how climate and weather affects how and where people, plants and animals live.
- I can compare and contrast different ecosystems.
- I can identify and describe the cause and effect of natural hazards and disasters.

Assessments

- Pre & Formative
 - Anchor charts
 - Exit tickets
 - Graphic Organizers
 - Lesson quizzes
 - Think Pair Share
 - Exit tickets
 - Online quizzes-Pearson
 - Summative
 - Mid Unit Test
 - Chapter 1 Test - Online
 - Authentic Assessments
 - Collaborative/Group projects
- Presentations
 Student notebooks
 Writing across the curriculum
 Collaborative learning groups
 Open Ended Questions
 Workbook lesson/reading checks

Teaching and Learning Actions

Instructional Strategies

Activities

Differentiation Activities

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

ELL & SPED:

- Provide students a scrambled sequence of events. Have students work independently or in pairs to place the events in correct order.
- Provide students with scaffolded sentence stem to help them in making connections between past skills or actions and their lives

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in instruction in order to help develop the whole child.
- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent on each other, have individual roles and share ideas in order to complete activities.
- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.

today.

- Use and point to visuals throughout lesson/activity
- Write key words such as vocabulary words and have students repeat each word. Use pictures of key vocabulary words and content ideas.
- Encourage use of content vocabulary.
- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Have children underline and/or highlight key vocabulary words or sentences.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow students to pick assignments from different levels based on difficulty.
- Hands-On Learning- dramatic play, raps/songs, music, role play
- Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.
- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Read-aloud
- Small group instruction
- Inclusion of videos, images, films, photos, maps and Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)

Gifted and Talented:

- Flexible group activities.
- Use graphic organizers
- Group projects.
- Multimedia projects, using primary sources
- Modified instructional strategies
- Think-Pair-Share
- Individual assignments graded on a more rigorous rubric.

- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Graphic Organizers** – Students will use graphic organizers to display relationships between facts and ideas.
- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences**- Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.
- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum**- children will practice reading and writing throughout the learning activities.
- **Read-aloud**- Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** - Students will use role play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children.

- Encourage students to research, read and write about additional content.
- Role play/Act out situations
- Student led classroom instruction

Below Level:

- Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. *Today I can (skill achieved) because I (action taken in the past). If I had not (skill or action taken), then today I (result of lack of action or skill)*
- Assign students to small groups based on their instructional needs.
- Allow students to use graphic organizers for support.
- Pair students to work together to read/reread text.

Activities: Including G/T, SE, and ELL Differentiation

Provide students options to pick any of the learning activities.

D

ELL support: TE Pgs. 5, 11, 18, 21, 29

Use the following activities to differentiate instructions for students.

Chapter Intro:

- The Big Question– How do we interact with our planet?
- Video-Highlands Center for Natural History-Discover. Engages students on the topics covered in the chapter lessons.
- Jumpstart Activity: Inform students that people interact with their environment in many different ways. Ask students to think about all the different things that they like to do outside. Ask students to stand up and pretend they are doing their favorite outdoor activity. Discuss how people interact with their environment
- Introduce literacy skill – *Cause & Effect*
- Quest Kick Off (Project Based Learning)- Show students the images on the textbook pg. 46. Ask students: What do you see? Guide students to understand that the image shows a boy holding a pitcher of lemonade and standing in front of a lemonade stand. Build background by asking questions, such as: Have you ever had a lemonade stand? Invite students to draw a picture of their own lemonade stand. Tell them to show what they would need at their stand to include a sign advertising their lemonade.

- Analyze/Introduce –Primary vs. Secondary Sources

Lesson 1 Intro

- The Big Question (Connection to prior knowledge) -
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity: Before class, gather some images of different types of land and water, such as oceans, lakes, waterfalls, rivers, deserts, mountains and forests. Display the images for the class to review as they say their descriptive word to a partner. Call on each pair to share their words and ideas.

Lesson 1

On Level:

Have students create a 5-column chart and label a region in each column. Next, have students describe 3 or more physical features, such as landforms and bodies of water found in each region.

Advance:

1. Have students pick a region in the United States and write a journal entry describing a day in the life of someone who lives in that region.
2. Have students close read information about the 5 regions and analyze the pictures on Pgs. 6-7 of the worktext. Next, ask students to brainstorm different activities people who live in each region might enjoy doing. Last, ask students to choose one or more region they would prefer to live in and to describe the reasons why they or someone else may want to live there.
3. Provide students options to conduct short research on physical geography utilizing newsela.com. Conference with students to provide support and guidance with their research and writing.

Below Level:

Review what a region is and explain that the United States has five different regions. Have students pick a region and describe three characteristics of the region.

ELL: Review the landforms and bodies of water of the United States. Have students pick a region and identify a landform or body of water in that region. Next, ask students to draw and label the landform or body of water.

Special Needs:

Review the landforms and bodies of water of the United States. Explain that different regions have different landforms and bodies of water in common. Have students pick a region and identify a landform or body of water in that region. Ask students to write a description of the landform.

Collaborative/Project Activities:

Have students create a visual presentation on the different types of landforms (posters, dioramas, post cards, crafts, putty/Play-Doh models etc.)

Lesson 2 Intro

- The Big Question (Connection to prior knowledge) How does climate affect the land, plants, and animals?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Display images of several types of weather, including severe weather. Then read aloud the instruction with students. Write and number the three steps in the activity. 1) Write the five words. 2) Swap word lists and guess the other's weather. 3. Act out what you like to do during this type of weather. After the activity is completed, discuss the favorites.
- KWL Chart-have students work in pairs to make KWL charts about different types of vegetation. Preview the four types of vegetation they will read about in this section.

Lesson 2

On level:

Using a graphic organizer, have students compare and contrast the four vegetation types (forests, grasslands, tundra, and desert). Have students write two important details of each, including the plants that grow there.

Advance:

1. Ask students to write one detail about the plants that grow in each of the four vegetation types. Have students include the type of climate and region where each type of vegetation is commonly found.

2. Ask students to close read how plants and animals work together. Next, have students describe and write how plants and animals interact with each other in forests, deserts and grassland ecosystems.

3. Provide students with option to conduct short research on ecosystems on newsela.com.

Below:

Review the four main kinds of vegetation (forest, grassland, tundra, and desert) in the United States. Have students work in pairs to fill out the graphic organizer.

ELL:

Show students pictures of the different vegetation types (forest, grassland, tundra, and desert). Ask students to provide details of the vegetation type, including types of plants and animals that live there.

2. Provide students options to work on a project displaying one of the vegetation types.

Special Needs:

Have students create a 4-column graphic organizer (forest, grassland, tundra, and desert). Ask students to write one detail about the plants that grow in each area.

Collaborative/Project Activities:

Have students create a diorama of one of the ecosystems found in

the United States (forest, grassland, tundra, lake & swamp, or desert). Asks students to include the plants and animals that can be found in their ecosystem diorama.

Lesson 3 Intro

- The Big Question (Connection to prior knowledge) How are natural resources used?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Display some images that show how people use trees, such as to build homes and furniture. Then read aloud the instructions with students (Pg. 20). Tell them to study the images carefully and consider what other ways people can use trees. After students have made their drawings, list student ideas for both trees and water on the board.

Lesson 3

On level:

Think Pair Share

Have each student chose 2 or more natural resources. Ask students to think what would happen if those resources no longer existed. Pair students to discuss their responses. Next, ask students to share their responses and write them on an anchor chart. Have students write a summary of the collective responses.

Advance:

1. Have students come up with a list of things that their friends and family can do to help conserve resources. Ask students to share their lists with the class.
2. Ask students to write 1 or more paragraph(s) about how people can protect Earth's natural resources. Provide students with option to use a computer for additional research.

Below:

1. Review with students the definition of natural resources. Have students list the different natural resources they have read about. Ask them to circle a renewable resource from their list and underline a nonrenewable resource. Have them explain the difference between the two kinds of resources.

2. Provide students with a list of the following natural resources: plants, animals, soil, minerals and oil. Ask students to describe at least two objects people can make using these natural resources.

ELL: On a poster board or construction paper, have students draw plants, animals, soil, minerals and oil natural resources. Next to the natural resource, have students draw at least one item people can make with the natural resource. Provide students options to complete a project-based activity.

Special Needs:

1. Explain to students that renew means "to make new again". Ask students to explain why trees can be renewed. Remind students that not all resources can be renewed.
2. Explain to students that in order to have enough natural resources,

people need to conserve. Conserve means to save and protect. Ask students to create a list of different ways they and their families can work to protect Earth's natural resources.

Collaborative/Project Activities: 1) Have students create a poster or visual presentation on how to protect earth's natural resources. 2) Ask students to create something useful out of recyclable items, such as plastic bottles, cardboard boxes, shoeboxes, paper, etc.

Lesson 4 Intro

- The Big Question (Connection to prior knowledge) How do people affect the environment?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Display some before and after images to show what places looked like before and after people settled there (such as what a location looked like before a city was built and after the city was built). Tell students to study the images carefully to see how people change the environment. After students have shared ideas with each other, invite them to share ideas with the class. List student ideas on the board. Invite students to suggest additions to the list as you work through the lesson.
- KWL Chart-Have students work in pairs to make KWL charts about different types of climate. Preview the four types that will be discussed in this lesson (desert, wetlands, mountains, plains)

Lesson 4

On level

1. Have students work in small groups or pairs. Ask students to brainstorm ways they and their families can help the environment by the actions they do everyday. Have students share and record their answers on an anchor chart.

2. Ask students to create a 2-column chart (The Environment Affects People & People Modify Environment). Ask students to provide three details each supporting how the environment affects people and how people modify the environment).

3. Have students review, read and look at the satellite photos: How Do We Know the Climate is Changing:

<https://climatekids.nasa.gov/climate-change-evidence/>

and watch the YouTube video: Climate change (according to a kid) <https://www.youtube.com/watch?v=Sv7OHfpIRfU>. Have students create a poster or digital presentation showing the effects of climate change.

Advance:

1. Have students work in small groups to identify something in their neighborhoods that harm the environment. Then have them brainstorm possible solutions to the problem. Have students share and record their answers on an anchor chart.

2. Ask students to summarize key points they have learned about how the environment affects people and how people modify the environment. Ask students to think and write about ways this can be helpful to them.

3. Ask students to conduct a short research and summary on climate change utilizing newsela.com or <https://climatekids.nasa.gov/climate-change-evidence/> explaining the effects and what people can do to reverse to prevent global warming.

Below:

Think-Pair-Share

1. Have students draw a two-column chart. Have them title the left column “Harm the Environment” and the right column “Help the Environment”. Have them fill out the chart as they read.

2. Discuss with students the number of people who live in an area can affect the physical environment. Ask students to think individually about what will need to change if more people move to their town. Pair students together to share their results and findings. Have students write their conclusions on an anchor chart.

3. Explain to students that the world is getting warmer. Have students watch the video: Climate change (according to kids) <https://www.youtube.com/watch?v=Sv7OHfpIRfU> Have students create and illustrate a list of human activities that cause greenhouse gases or global warming.

ELL:

1. Remind students that people do both activities that harm the environment and activities that help the environment. Have students tell, act out, or draw one activity that harms the environment. Have them tell, act out, or draw one activity that helps the environment.

2. Show students pictures of different climates (arctic, desert, mountains etc.). Tell students people adapt to where they live. Ask students: How do you think people dress in these climates? What do you think people enjoy doing in these areas?

3. Explain to students that the world is getting warmer. Show students pictures showing the cause and effects of climate change. Have students watch the video: Climate change (according to kids) <https://www.youtube.com/watch?v=Sv7OHfpIRfU> Have students illustrate one human activity that causes global warming.

Special Needs:

1. Remind students that people do both activities that harm the environment and activities that help the environment. Have students tell, act out, or draw one activity that harms the environment. Have them tell, act out, or draw one activity that helps the environment.

2. Discuss with students about how the environment changes from

	<p>place to place. Ask students to compare how their lives would be different if they lived in an area with an arctic climate.</p> <p>3. Explain to students that the world is getting warmer. Show students pictures showing the cause and effects of climate change. Have students watch the video: Climate change (according to kids) https://www.youtube.com/watch?v=Sv7OHfpIRfU Have students illustrate one human activity that causes global warming or harms the environment.</p> <p>Collaborative/Project Activities:</p> <p>Have students create a poster and/or visual presentation on the effects of air pollution.</p> <ul style="list-style-type: none"> ➤ End of Unit: Have students write an informative/explanatory piece about the region in which they live, using the TikaTok tools. Ask students to make sure their writing uses evidence from the chapter and when they are using the TikaTok templates, prompts will guide them through the writing and they will be able to select images they think are best. <p>Have students quest to discover America's National Parks. Ask students to choose one national park to investigate and then present a sightseeing guide about their national park including features and how people use its land and water.</p>
Experiences (virtual and live field trips)	<p>Liberty Science Center Adventure Aquarium Franklin Mineral Museum National Aquarium virtual tour https://aqua.org/media/virtualtours/baltimore/index.html Niagara Falls virtual tour https://www.nystateparkstours.com/niagarafalls/ Nasa virtual tours https://www.nasa.gov/nasa-at-home-virtual-tours-and-augmented-reality</p>
Resources	
<p>Savvas https://www.savvasrealize.com/ https://tikatok.com/ -digital classroom publishing studio Level Reader: Let's Protect the Planet</p> <p>Technology: https://jr.brainpop.com/science/land/landforms/ Landforms https://www.brainpop.com/science/weather/climatetypes/ Climate Types https://www.brainpop.com/science/energy/naturalresources/ Natural Resources https://www.brainpop.com/science/earthssystem/ https://www.discoveryeducation.com/ National Parks https://www.ducksters.com/geography/ https://google.discoveryeducation.com/learn/videos/afaa1b32-1c03-418f-b841-472669c82492/ Explore the various landforms https://google.discoveryeducation.com/learn/videos/7053d665-da3f-444e-9a74-fd3faff0035d/ Weather and</p>	

climate

<https://climatekids.nasa.gov/>

<https://www3.epa.gov/recyclecity/>

<https://www.nps.gov/index.htm>

<http://www.readwritethink.org/classroom-resources/student-interactives/>

<https://www.spellingcity.com/>

<https://www.change.org/>

Other resources:

<https://newsela.com/>

Suggested Reading, including Amistad:

- *A River Ran Wild* by Lynne Cherry <https://www.youtube.com/watch?v=nRkrwJSVilo>
- *A River Town* by Bonnie and Arthur Geisert
- *Got Geography!* by Lee Bennet Hopkins
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul
<https://www.youtube.com/watch?v=7JHesyYfeE>
- Sanders, Nancy I. *D is For Drinking Gourd* 2007 <https://www.youtube.com/watch?v=QHa8emvIbuQ>
- Somervill, Barbara A. *Amistad Mutiny: Fighting for Freedom* 2005
- Steptoe, John Mufaro's *Beautiful Daughters* 1987 <https://www.youtube.com/watch?v=dP9cQkS8p2Q>
- Tarpley, Natasha *Joe-Joe's First Flight* 2003
- Thomas, Joyce Carol *I Have Heard of a Land* 2000
- Wahl, Jan *Candy Shop* 2005 <https://www.youtube.com/watch?v=0s1o3pacs-0>
- Walter, Mildred Pitts *Justin and the Best Biscuits in the World* 1990
<https://www.youtube.com/channel/UCZ3qtLxUCAvKIO1t2aiasSA/videos>
- Weatherford, Carole *Boston Moses: When Harriet Tubman Led Her People to Freedom* 2006
<https://www.youtube.com/watch?v=hvuSK59gX-A>
- Wiles, Deborah *Freedom Summer* 2005 <https://www.youtube.com/watch?v=JJ6zz6fPgtI>
- Yarbrough, Camile *Cornrows* 1997

Pacing/ Time Frame:

5 Weeks

Unit II	Social Studies	Grade(s)	3
Unit Plan Title:	Economics		
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">• 9.1.5.FP.2: Identify the elements of being a good steward of money.• 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.• 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.• 9.2.5.CAP.2: Identify how you might like to earn an income.• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.• 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).			
Overview/Rationale			
<p>In this unit, students will know how economic choices are important for people to get what they need and want. People earn and spend money every day. Some people make goods (producers), while others are users of goods and services (consumers). In order to make a product or provide a service, resources will be required (natural, human and capital resources). The chapter introduces how people acquire goods, as well as how technological advances have made solving problems easier. It allows students to understand that resources are not unlimited and that people have to make choices about goods and service they need and/or want. In addition, the chapter introduces students on the importance of planning for the future, by investing in education and acquiring the background knowledge of the responsibilities of various occupations.</p>			
New Jersey Student Learning Standards: Social Studies			
<ul style="list-style-type: none">• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make• 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.• 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).• 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.• 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities• 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.• 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and			

governments within the economic system

- 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.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

Technology/Computer Science and Design Thinking

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Standard(s)
Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea main idea.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1D. Explain their own ideas and

		<p>understanding in light of the discussion.</p> <ul style="list-style-type: none">• SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally• SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <p>Writing</p> <ul style="list-style-type: none">• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.• W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)• W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.• W.3.7. Conduct short research projects that build knowledge about a topic.• W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
21 st Century Skills: Check all that apply			
<i>E= encouraged T= taught A=assessed</i>			
E	Civic Literacy	T	Communication
T	Global Awareness	TA	Critical Thinking and Problem Solving

	Health Literacy	TA	Collaboration
T A	Financial, Economic, Business, & Entrepreneurial Literacy	TA	Creativity and Innovation
E T	Environmental Literacy		Other:

Essential Question(s)

- How are decisions made, regarding needs and wants?
- How are resources identified to produce goods and services?
- How can people get the items they want and need?
- Why is it important to go to school and learn?

Enduring Understandings

- People must make economic choices about how to get what they need and want because resources are limited.
- People use natural resources, human resources, and capital resources to produce goods and services.
- People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs.
- People go to school and learn knowledge and skills to increase their human capital.

Student Learning Targets/Objectives

- I can describe how producers use different types of resources to make goods and provide services.
- I can explain how production and consumption of goods and services has changed over time.
- I can understand that people trade to get resources and goods and that companies import and export these products.
- I can identify factors that consumers and producers consider when making economic choices.
- I can differentiate among natural, human, and capital resources.
- I can describe how each type of resources contributes to the production of goods and services.
- I can explain how education and training enhance human resources.
- I can explain how advances in technology have changed the ways we use resources.
- I can understand that economic choices involve trade-offs.
- I can explain the role of opportunity cost in economic choices.
- I can analyze costs and benefits of sample economic choices.
- I can differentiate between needs and wants.
- I can explain how students and human resources with human capital.
- I can describe ways that students can increase their human capital.

- I can explain why government and taxpayers provide public education.
- I can identify skills and knowledge needed for different types of occupations.
- I can explain the value of volunteer work.

Assessments

- Pre & Formative
 - Anchor charts
 - Exit ticket
 - Graphic Organizers
 - Lesson quizzes
 - Think Pair Share
 - Exit tickets
 - Online quizzes-Pearson
 - Summative
 - Mid Unit Test
 - Chapter 2 Test Online
 - Authentic Assessments
 - Collaborative/Group projects
- Presentations
 Student notebooks
 Writing across the curriculum
 Collaborative learning groups
 Open Ended Questions
 Workbook lesson/reading checks

Teaching and Learning Actions

Instructional Strategies

Activities

Differentiation:

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

ELL & SPED:

- Provide scaffolded support when students respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, etc.)
- Provide sentence frames for class discussions/sharing.
- Use and point to visuals throughout lesson/activity
- Provide students opportunities to use graphic organizers, such as T-Charts to practice writing.
- Encourage students to use words or pictures on their chart.
- Write key words such as vocabulary words and have

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in instruction in order to help develop the whole child.
- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent of each other, have individual roles and share ideas in order to complete activities.
- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher-level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.
- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned

students repeat each word. Use pictures of key vocabulary words and content ideas.

- Encourage use of content vocabulary.
- Have children underline and/or highlight key vocabulary words or sentences.
- Have children underline and/or highlight key vocabulary words or sentences.
- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow students to pick assignments from different levels based on difficulty.
- Hands-On Learning- dramatic play, raps/songs, music, role-play
- Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.
- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Small group instruction
- Inclusion of videos, images, films, photos, Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)

Gifted and Talented:

- Encourage students to use Venn Diagrams to compare two topics.
- Modified instructional strategies
- Think-Pair-Share
- Individual assignments graded on a more rigorous rubric.
- Multimedia projects, using primary sources
- Role play/Act out situations
- Student led classroom instruction
- Encourage students to use research to investigate and write

- **Graphic Organizers** – Students will use graphic organizers to display relationships between facts and ideas.
- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences**- Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.
- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum**- children will practice reading and writing throughout the learning activities.
- **Read-aloud**- Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** -Students will use role-play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children. A visual of the word's meaning will assist students.

information about a topic.

Below:

- Provide students opportunities to use graphic organizers, such as T-Charts.
- Assign students to small groups based on their instructional needs.
- Pair students to work together to read/reread text.
- Read-a-loud

Activities: Including G/T, SE, and ELL Differentiation

D
ELL support: TE Pgs.48,56-57,64-65,72-73

Use the following activities to differentiate instructions for students.

Chapter Intro:

- The Big Question (Connection to prior knowledge) –How do people get what they want and need?
- Watch Chapter Video-“Field Trip, Farmers Market: Meet Me at Third and FairFax”. Ask students: What jobs do people do in the video? How do jobs help them get the things they need?
- Jumpstart Activity: Think-Pair-Share. Have students work in pairs and come up with five items that they consider valuable. Remind students to include two items that they cannot buy, such as time with their friends or family. Then tell partners to work together to list their items in order from most to least valuable. Invite students to share their lists on the board. Circle items that appear in the most lists. Call on students to explain what makes these items valuable.
- Introduce literacy skill-*Summarize*
- Quest Kick Off (Project Based Learning)- Show students to the images on the textbook pg. 46. Ask students: What do you see? Guide students to understand that the image shows a boy holding a pitcher of lemonade and standing in front of a lemonade stand. Build background by asking questions, such as: Have you ever had a lemonade stand? Invite students to draw a picture of their own lemonade stand. Tell them to show what they would need at their stand to include a sign advertising their lemonade.

Lesson 1 Intro

- The Big Question (Connection to prior knowledge) –How have goods and services changed over time and where are goods produced?
- Preview vocabulary and definitions / Word Wall / Rap

About It

- **Jumpstart Activity:** Before class, gather a selection of items that have tags telling where they are made, such as clothing, food items, school supplies, books, and toys. Tell students that many common goods found in school and at home are made in places other than the United States. Distribute the items to partners or small groups. Ask them to find the label on the item that says where it was made. Have students list places they have found and locate the country on a world map. Call on each pair or group to share their item.

Lesson 1

On Level:

Think Pair Share

1. Assign students to work in pairs. Have students brainstorm and think about workers in their community. Ask students to create a list of workers who make goods and/or provide a service. Ask students to describe the good and/or service the workers provide.
2. Have students re-read the definition of goods and services. Ask students to think about a camping (or another trip) they are about to embark on in a weekend. With a partner, asks students to write down examples of goods and services they will need before and during their trip. Have students share their answers with the class.

Advance:

1. Recommend students work in pairs to research two related professions-one that produces goods and one that provides services. Have students use appropriate resources to find out what each worker does, how that worker meets a need or a want in the community, and what resources that worker uses to provide that good or service. Instruct students to write a paragraph or more summarizing the relationships between their two producers. Conference with students to provide support and guidance with their writing.
2. Explain to students that economy is the making, selling and buying of goods. Ask students to explain how the economy of the United States has changed over time from the early American settlers.
 - How did early settlers get the goods they needed or wanted, such as clothes and materials to build homes?
 - How did people earn money?
 - How do people get the goods they need today?
 - Why might people buy goods made far away rather than locally?

Below Level:

1. Instruct student groups to brainstorm a list of workers who make goods and workers that provide services. Get them started with an example: *I am a teacher. I teach students. I produce a service.*
2. Provide visual examples to students of goods and services. Ask students to use or create a two column or T chart. Have students label one column “*goods*” and the other column “*service*”. Ask

students to brainstorm and write at least 5 examples of *goods* and 5 examples of *services*.

ELL/Special Needs: Show students pictures of people making goods and providing services. Ask students to describe what each image shows. Help them classify the activities on a T-Chart or 2-column graphic organizer labeled “Producing Goods” and “Producing Services”.

Collaborative/Project Activities:

Have students draw, build or create a product they want to make and sell.

Ask students to describe what the product does and/or how it helps people.

Lesson 2 Intro

- The Big Question (Connection to prior knowledge) What are the three types of resources used to create a product?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Distribute images of the products described in the lesson. Then read aloud the instructions with students. Tell them to study the images carefully and consider what materials go into their product: what money, tools, machines, and buildings are needed to make the product and who helps make the product. Point out that resources must be transported to the place where the product is made. Have groups discuss their ideas, and record their responses on an anchor chart or web organizer.

Lesson 2

On Level:

Have students compare and contrast capital, human and natural resources. Ask students to include 5 examples of each.

Think-Pair-Share

Advance:

1. Tell students to investigate the production of a good or service in their community (or the United States). Have them make a poster diagram in which they illustrate the natural, human and capital resources involved in the production of that good or service.
2. Have students brainstorm 10 or more capital, human and natural resources they may find at their school and/or their community. Pair students with a partner to discuss their answers. Have students share and provide a written summary of their responses.

Below Level:

1. Distribute sets of images to small groups. Have them write down the resources they see in each image. Tell them to categorize the resource in a table. Finally, ask them to write a caption for each image that describes the resources being used.
2. Have students work in pairs or groups and create a chart of human resources they can find in their community. Ask students to describe the capital resources needed for the individuals to perform their jobs.

ELL /Special Needs:

1. Draw a three-column chart with the headings "*Natural Resources*," "*Human Resources*," and "*Capital Resources*." Display images that show examples of each. Have students identify one or more resources shown in the image.
2. With a partner or small group, have students brain storm and create a list of the natural, human ad capital resources needed to build a new school.

Collaborative/Project Activities: Have students draw a diagram or create a cartoon showing how human resources are involved in the making of a specific good.

Lesson 3 Intro

- The Big Question (Connection to prior knowledge) How are economic choices made?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Pair each student with a partner. Tell students to brainstorm a list of ten things that they think their partner might want. Have partners take turns posing a choice between two things at a time. When pairs have finished making their choices, instruct students to go back and share their reasons for choosing one item over another. Point out that when given a choice between two items, the cost of choosing one item is giving up the other.

Lesson 3**On Level:**

1. Have students create a three-column chart and write *natural resources*, *human resources*, and *capital resources* at the top of the columns. Have students work in pairs and write at least 5 resources in each column.
2. Discuss with students how people often have to make difficult choices. Tell students they have a budget of \$300. Provide students with a list of summer activities and assign costs associated with them (\$1-\$300). Ask students to make decisions on activities they would like to participate in during the summer and to explain why they chose their selections.

Advance:

1. Assign student pairs a specific product, such as a box of cereal or a T-Shirt, to investigate. Tell them to research and record the natural, human, and capital resources involved in the production of their assigned item. Have them present their findings in a three-column chart. Have students create a visual presentation of the three types of resources.
2. Inform students that they are going away next summer. Ask them to write a short story about their prospective trip and to identify the items they will need and want for their trip.

Below Level:

1. Have students draw a three-column chart with headings "*Natural Resources*," "*Human Resources*," and "*Capital Resources*".

Distribute a set of images to student pairs. Have them identify the type of resource each shows and list it in the correct column.

Review students' work as a class.

2. Have students use a graphic organizer and compare/contrast things they need and want for their next summer vacation.

ELL:

1. Draw a three-column chart on the board, and write *natural resources*, *human resources*, and *capital resources* at the top of the columns. Display images of resources, and identify what each image shows. Help students classify each image. Tape the image in the correct column and write what it shows. Provide students smaller images to cut out and a three-column graphic organizer to complete on their own or with small group/partner.

2. Provide students with pictures of different needs and wants. Ask students to correctly identify and sort items that are needs and items that are wants.

Special Needs:

1. Draw a three-column chart on the board, and write *natural resources*, *human resources*, and *capital resources* at the top of the columns. Display images of resources, and identify what each image shows. Help students classify each image. Tape the image in the correct column and write what it shows. Provide students smaller images to cut out and a three-column graphic organizer to complete on their own or with small group/partner.

2. Review the definitions of a need and a want to students. Have students draw at least 3 examples of needs and 3 examples of wants.

Collaborative/Project Activities:

Have students work as a group to complete a short research on the importance of air and water. Have students create a visual presentation on why air and water are important needs.

Lesson 4 Intro

- The Big Question (Connection to prior knowledge) How can I prepare for my future with my work today.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Tell students to brainstorm a list of five jobs that they think they might like to do in the future. Have them Think-Pair-Share their ideas. Then tell students to each select one of their jobs, and write down skills they will need to do that job.

Lesson 4

On Level:

1. Write the word success on the board. Ask students to brainstorm what the word means to them. Challenge students to write 1 or more paragraph(s) or sentences describing what the word means.

2. With a partner, have students research a career/occupation field. Ask students to summarize the roles, responsibilities, education and/or experiences needed for someone to be successful in the

	<p>chosen field. Conference with students to provide support and guidance with their research and writing.</p> <p>3. Have students create a flip chart of the roles, responsibilities, education and/or experience needed for someone to be successful in the chosen field</p> <p>Advance:</p> <p>1. Tell students to free write for 5-10 minutes about what success means to them. Then have them use their ideas to write an acrostic poem for SUCCESS. Call on students to share their poems with the class. 2. Ask students to think about an occupation that can help their community. Have students describe how they can volunteer in an occupation that help make a difference in their community.</p> <p>Below Level:</p> <p>1. Have students write the letters for SUCCESS vertically on a sheet of paper. Then tell them to Think-Pair-Share what success means to them. Challenge them to write phrases or sentences to each letter of the word to explain its meaning.</p> <p>2. Have students create a list of occupations of people in their community. Have students write a brief description of what each person does.</p> <p>Think-Pair-Share</p> <p>ELL/Special Needs:</p> <p>1. Draw a word web for success on the board. Call on students to list ideas that describe what the word means. Encourage students to think about different types of success. Then write SUCCESS on the board, with the letters stacked vertically. As a class, write a phrase or sentence for each letter of the word to explain its meaning. Show students pictures of people working in various occupational fields. Have students pick a picture and brainstorm what they see or think the person is doing. Have students share their answers with a partner.</p> <p>Collaborative/Project Activities</p> <p>Have students work in a group and brainstorm responsibilities of people in specific careers. Ask students to role-play the roles and responsibilities of the chosen people.</p> <p>Example:</p> <table><tr><td>Doctor</td><td>Police Officer</td><td>Engineer</td></tr><tr><td>Teacher</td><td>Mayor</td><td>Real Estate Agent</td></tr><tr><td>Astronaut</td><td>Singer</td><td>Veterinarian</td></tr><tr><td>Mechanic</td><td>Nurse</td><td>Scientist</td></tr></table> <p>End of Unit: Have students work in pairs to work together to think about the costs and benefits of protecting land. They may want to make a 2-column chart to list the pros and cons to people, to animals, to plants and to the planet. For example: protecting land hurts people who cannot farm on it.</p>	Doctor	Police Officer	Engineer	Teacher	Mayor	Real Estate Agent	Astronaut	Singer	Veterinarian	Mechanic	Nurse	Scientist
Doctor	Police Officer	Engineer											
Teacher	Mayor	Real Estate Agent											
Astronaut	Singer	Veterinarian											
Mechanic	Nurse	Scientist											
Experiences (virtual and live field trips)	Liberty Science Center Local Business Thomas Edison National Park-West Orange												

	<p>West Orange City Hall</p> <p>Museum of Early Trades and Crafts-Madison, NJ</p> <p>Federal Reserve of Philadelphia virtual tour</p> <p>https://www.philadelphiafed.org/education/money-in-motion/virtual-tour</p> <p>Assembly line virtual tour</p> <p>https://imex.psu.edu/project/360-virtual-reality-tour-of-advanced-manufacturing-plant/</p>
Resources	
<p>Savvas</p> <p>https://www.savvasrealize.com/</p> <p>https://tikatok.com/ -digital classroom publishing studio</p> <p>Level Reader:</p> <ul style="list-style-type: none"> • How Do Industries Grow • Technology and California • Silicon Valley <p>Technology:</p> <p>Amistad Commission: <i>Joe-Joe's First Flight</i> by Natasha Tarpley</p> <p>https://jr.brainpop.com/socialstudies/economics/goodsandservices/</p> <p>https://jr.brainpop.com/socialstudies/economics/needsandwants/</p> <p>https://jr.brainpop.com/socialstudies/economics/savingandspending/</p> <p>http://www.readwritethink.org/files/resources/interactives/comic/</p> <p>https://www.powtoon.com</p> <p>https://www.discoveryeducation.com/</p> <p>Other resources:</p> <p>https://newsela.com/</p> <p>https://www.onetonline.org/ Research Occupations</p> <p>https://www.nps.gov/teachers/classrooms/wants-versus-needs-in-a-changing-world.htm</p> <p>Suggested Reading, including Amistad:</p> <ul style="list-style-type: none"> • Almost Zero by Nikki Grimes • A Chair for my Mother by Vera Williams https://www.youtube.com/watch?v=DEoEEWEnool • When Bees Fly Home by Andrea Cheng • A Day's Work by Eve Bunting https://www.youtube.com/watch?v=v8hGTGyCYnc • The History of Money: From Bartering to Banking by Martin Jenkins 	
Pacing/ Time Frame:	4 Weeks

Unit 3	Social Studies	Grade(s)	3
Unit Plan Title:	Chapter 3-Communities Build A Nation Pages 84-139		
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. to protect themselves by avoiding or reducing risk.• 9.1.5.RMI.1: Identify risks that individuals and households face.• 9.2.5.CAP.2: Identify how you might like to earn an income.• 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).• 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)• 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)			
Overview/Rationale			
<p>In this unit, students will learn about how every community has a history shaped by the people who first lived here. American Indians were the first people to settle in North America. They settled in areas based on geography in order to obtain the natural resources to meet their needs. This unit also examines the impact of European exploration. People from Europe later began to settle in North America for better opportunities. This unit will provide an overview of the reasons why people voluntarily and involuntarily moved/brought to North America, as well as talk about how America was formed.</p>			
New Jersey Student Learning Standards: Social Studies			
<ul style="list-style-type: none">• 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).• 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.• 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.• 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.• 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.• 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.• 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.			

- 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.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 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.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 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.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Technology/Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Standard(s)

Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and

paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

		<ul style="list-style-type: none">W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.W.3.7. Conduct short research projects that build knowledge about a topic.W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
21 st Century Skills: Check all that apply			
<i>E= encouraged T= taught A=assessed</i>			
T A	Civic Literacy	T A	Communication
T A	Global Awareness	T A	Critical Thinking and Problem Solving
T	Health Literacy	T A	Collaboration
T	Financial, Economic, Business, & Entrepreneurial Literacy	T A	Creativity and Innovation
T A	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none">How does geography influence communities?Why did people come to the colonies/America?What were the causes of European exploration?What were the effects of European exploration?			
Enduring Understandings			
<ul style="list-style-type: none">Geography influences communities because of the available resources that can be found in certain areas.People came to American to find wealth, land, and resources.The Europeans began to explore to find a faster water route to China in order to obtain spices, gold, silk and other riches.Many American Indians died due to contact with the European explorers/settlers because of diseases.American exploration and settlement caused changes in the lives of people at the time. The changes caused by American exploration and settlement affect our lives today.			
Student Learning Targets/Objectives			

- I can identify and compare how different cultural groups used their available resources.
- I can identify ways that Native American groups cooperated with one another and ways that they worked against one another.
- I can describe interactions between the early Europeans and Native Americans.
- I can compare and contrast Native American groups.
- I can identify reasons for exploration by European explorers.
- I can describe the reasons for Spanish exploration.
- I can describe the results of Spanish exploration.
- I can describe the findings of French explorers.
- I can describe the sequence of English Exploration.
- I can describe key events in the Spanish exploration and settlement of Florida.
- I can identify Spanish exploration and settlement of the Southwest.
- I can identify Spanish explorers and the results of their exploration.
- I can explain why settlers came to North America.
- I can describe the key events in the French exploration of North America.
- I can describe the reasons why the French explored and settled in Quebec.
- I can explain the reasons and results of the French and Indian War.
- I can explain why English settlers came to North America.
- I can describe key details in the settlement of English colonies.
- I can identify hardships encountered by the early English settlers.
- I can describe key causes and events of the American Revolution.
- I can describe the creation, purpose and significance of key historical documents.
- I can describe how individuals, events, and ideas have formed and changed government.

Assessments

- Pre and Formative

Anchor charts	Presentations
Exit tickets	Student notebooks
Graphic Organizers	Writing across the curriculum
Lesson quizzes	Cooperative learning groups
Think Pair Share	Open Ended Questions
Exit tickets	Workbook lesson/reading checks
- Summative
 - Mid Unit Test
 - Chapter 3 Test Online
- Authentic Assessments
 - Cooperative/Group projects

Teaching and Learning Actions

Instructional Strategies

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in

Activities

Differentiation Activities

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

ELL & SPED:

- Use picture timelines to show events from long ago.

Provide students a scrambled sequence of events. Have students work independently or in pairs to place the events in correct order.

- Provide students with scaffolded sentence stem to help them in making connections between past skills or actions and their lives today.
- Use and point to visuals throughout lesson/activity
- Read picture books aloud to students with information about major events. Allow students to draw an illustration of an event. Expand and allow students to write a sentence to explain the event. Allow students to explain the event to a partner or small group.
- Write key words such as vocabulary words and have students repeat each word. Use pictures of key vocabulary words and content ideas.
- Encourage use of content vocabulary.
- Have children underline and/or highlight key vocabulary words or sentences.
- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow

instruction in order to help develop the whole child.

- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent of each other, have individual roles, and share ideas in order to complete activities.
- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher-level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.
- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Graphic Organizers** – Students will use graphic organizers to display relationships between facts and ideas.
- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences**- Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.
- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum**- children will practice reading and writing throughout the learning

students to pick assignments from different levels based on difficulty.

- Hands-On Learning- dramatic play, raps/songs, music, role-play
- Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.
- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Read-aloud
- Small group instruction
- Inclusion of videos, images, films, photos, maps and Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)
- Provide students opportunities to use graphic organizers, such as T-Charts to practice writing. Encourage students to use words or pictures on their chart.

Gifted and Talented:

- Think-Pair-Share
- Allow students to work in a group and focus on an aspect of life of the Iroquois or Cherokee. Ask students to present a project.
- Use graphic organizers
- Poster/visual presentations.
- Modified instructional strategies
- Individual assignments graded on a more rigorous rubric.
- Invite students to write paragraphs using information from graphic organizers.
- Multimedia projects, using primary sources
- Role play/Act out situations
- Student led classroom instruction

Below:

- Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. *Today I can (skill achieved) because I (action taken in the past). If I had not*

activities.

- **Read-aloud**- Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** -Students will use role-play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children.

(skill or action taken), then today
I (result of lack of action or skill).

- Assign students to small groups based on their instructional needs.
- Allow students to use graphic organizers for support.
- Pair students to work together to read/reread text.

Activities: Including G/T, SE, and
ELL Differentiation

D

*ELL support: TE Pgs. 89, 97, 105, 113,
119, 125.*

Use the following activities to differentiate instructions for students.

Chapter Intro:

- The Big Question –How does our past affect the present?
 - Watch Chapter Video. Afterward, ask the following: why did settlers come to America? What did they have to do to survive?
 - Jumpstart Activity: What is something you did or learned to do in the past? Allow volunteers to respond and describe or act out their responses. Then ask: How does this skill or action affect your life now? Inform students to Think-Pair-Share to communicate the connection between the skill or action and its current affect.
 - Introduce literacy skill-*Sequence*
 - Quest Kick Off (Document Based Writing)- Read aloud the Quest title. Ask: What do you think the title means? (The title shows a connection between things from the past and our current lives). Call on a volunteer to read aloud the introductory paragraph. Explain that they will use information from the chapter, their lives and resources to explain how past events have shaped the present time. Have students turn to a partner and discuss their answer to the question in the first paragraph. Advise students that their answers will get them thinking about the connection between past events and their lives today.
- A. Read step 1 with students. Tell students to consider how their lives are affected by events in the past. Remind them of the question related to Sequence. Have them discuss their answers to the questions before writing them in the Worktext.
- B. Read aloud the instruction for Step 2. Tell students to consider the evidence they will use to support their persuasive texts. Allow students to work in small groups to brainstorm and share ideas related to choosing supportive evidence.
- C. Tell students that as they read the chapter, they will be

looking for ideas and supporting evidence for their persuasive texts. Point out that these ideas and evidence might come from the text or from visuals, such as primary source images and their captions. Tell them to make not of Quest connection questions as they work through the lessons.

D. Distribute the Rubric for the Quest. Explain to students that they can use the rubric as they work through the chapter as a guide when they begin to write their persuasive text.

- Introduce literacy skill-Close reading

Lesson 1 Intro

- The Big Question (Connection to prior knowledge) –How does geography influence communities and how does the past connect to the present?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Introduce literacy skill-Sequence (see Pearson Sequence worksheet). Remind students History is one long chain of events that have happened in a sequence.
- Introduce students on how to read and create a timeline.
- Jumpstart Activity-Place an anchor chart in five areas of the classroom representing the five regions of the United States. Ask students to stand in one of the five areas of the classroom. Have students think about the region's land, water, climate and resources. Make a drawing that shows what life may have been like for an American Indian living there long ago. (Have students reference information from Chapter 1)

Lesson 1

On Level: Have students use a Venn Diagram and compare the lives of the Cherokee and Iroquois American Indians to build reasons for a comparison. Have students utilize the information on their graphic organizer to write a paragraph or more comparing the lives of the Cherokee and Iroquois American Indians.

Advance:

1. Allow students to work in groups. Have groups focus on one aspect of life as a Cherokee or Iroquois, such as geography, homes, or food. Have students use additional resources to research the roles of children, women and men. With their assigned topic, ask them to create and present a project to share with the class, such as a skit, graphic organizer, poster, or journal entry.
2. Have students conduct research on one of the American Indian groups. Asks students to write a journal entry describing how the American Indian group's life is different or similar to theirs, include the responsibilities of children, women and men.

Below Level:

1. Have students work in small groups. Instruct students to complete a 3-column chart organizer that describes the life as a

Cherokee or Iroquois American Indian. Instruct students to label the three columns of the chart geography, homes, and food. Have students refer to the worktext to locate the information and write it in the appropriate column of the graphic organizer.

2. Have students use a 2 column or T-Chart and write three or more characteristics of the Cherokee and Iroquois American Indians. Have students utilize the information on their graphic organizer to write a paragraph or more comparing the lives of the Cherokee and Iroquois American Indians.

ELL/Special Needs: Show students picture books of the American Indians. Ask students to describe the physical features of the American Indian homes. Show students pictures of their clothing. Ask students to brainstorm and think about the natural resources the American Indians used to make their clothing. Ask students to write or illustrate their responses.

Cooperative/Project Activities: Assign students to work in a group and create a diorama focusing on the village, life or community of either the Cherokee, Iroquois or another American Indian group.

Lesson 2 Intro

- The Big Question -What are the causes and effects of European Exploration?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Have students work with a partner. Inform students that they are both explorers. Ask students to prepare and perform a short skit that tells why they decided to explore other lands. Have students include what they like about exploring, what they found hard about it, and how they treated people they have met.
- Inform students early explorers utilized advancements in technology to help navigate around the world. Have students watch: How did early Sailors Navigate the Oceans
https://www.youtube.com/watch?time_continue=103&v=4DINhbkPiYY&feature=emb_title

Lesson 2

On Level:

1. Assign students to read independently a picture book or watch <https://www.youtube.com/watch?v=qwTm21Uic08> The Age of Discovery 1400- 1550 about explorers. Ask student groups to create a poster that includes a map of the route, sponsor, obstacles, and success or failure of the voyage. Students will write a diary entry as an explorer during that period.

2. Ask students to create a 3-column chart. Have students label one column “*Spanish Explorers*,” the second “*French Explorers*” and the third “*English Explorers*”. Have students identify the explorers from each country. Ask students to describe or identify the areas where the explorers traveled and/or explored, as well as success/failures.

3. Have students read the Newsela article: Christopher Columbus Didn’t Discover the New World; he Rediscovered. Have students Turn & Talk with each other and discuss the effect of the Age of Discovery on Europe and the Americas.

Advance:

. Assign students to read independently a picture book or watch <https://www.youtube.com/watch?v=qwTm21Uic08> The Age of Discovery 1400- 1550 about explorers. Have students work in a group or pairs using work text and resources they have. Ask student groups to create a poster, slide show, or scrapbook that includes a map of the route, sponsor, obstacles, and success or failure of the voyage.

2. Ask students to create a fact page or brochure of the explorers from Spain, France and England. Ask students to describe or identify the areas where the explorers traveled and/or explored, as well as success/failures.

3. Have students read the Newsela article: Christopher Columbus Didn’t Discover the New World; he Rediscovered. Have students complete the writing prompt: Why is the event described in the article taught in schools today? What are the lasting lessons that we can learn from studying this event?

Below Level:

1. Read aloud an appropriately challenging picture book for students to access information about an explorer and/or have students watch <https://www.youtube.com/watch?v=qwTm21Uic08> The Age of Discovery 1400- 1550. Have students create a poster that includes a map of the explorer’s route and an explanation of how the explorer overcame obstacles during the journey. Instruct the students to include information that defines the success or failure of the voyage.

2. Provide students with a choice of Spanish, French or English Explorers. Ask students to create a flipbook of the explorers from the country they have chosen. Ask students to describe or identify the areas where the explorers traveled and/or explored, as well as success/failures.

3. From Newsela, read the title “Christopher Columbus Didn’t Discover the New World; he Rediscovered.” Ask students, what do you think the word rediscover means? Have students read the article and cite evidence to support the author’s point of view.

ELL/Special Needs:

1. Read aloud an appropriately challenging picture book for students to access information about an explorer and/or have students watch

<https://www.youtube.com/watch?v=qwTm2IUic08> The Age of Discovery 1400- 1550. Have students create a travel poster to advertise or show the explorer's voyage.

2. Have students create a timeline of the explorers identified in the lesson. Identify the years they traveled and the areas where they traveled and/or explored.

3. Inform students they'll watch a video comparing the Viking explorers with Christopher Columbus. Have students watch video: Vikings vs Christopher Columbus

<https://www.youtube.com/watch?v=fgAZyxe7rJs>

Ask students to explain: Who are the Vikings? How can you prove they were the first European explorers to explore North America?

Cooperative/Project Activities:

Have students work as a group to create a poster, slide show or scrapbook of an explorer. Modify tasks based on student learning groups.

Lesson 3 Intro

- The Big Question -I will know about early Spanish explorers and settlers in North America.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Ask students to imagine that they are from Spain and have a chance to go to the Americas. Ask students if they would go there to live. Ask students to think about characteristics such as curious or cautious, as well as other terms they could use to describe someone who would make the move or would not want to move. Next, have students stand up and share whether they would make the move and why.

Lesson 3

On Level:

1. Have students work in a group and research one of the Spanish missions in California. Have students present two interesting facts and tell why they found the facts interesting.

2. Have students conduct a research on a Spanish Explorer. Ask students to summarize the life of the explorer, as well as the explorer's accomplishments.

3. Read or have the students watch the YouTube readaloud of "If you Lived in Colonial Times by Ann McGovern". Have students explain the differing roles of women, children and men during colonial times.

Advance:

1. Have students read about Junipero Serra

<http://njamistadcurriculum.net/history/unit/emerginig-atlantic-world/content/3771/7025> (A Spanish Jesuit who founded many missions in the Southwest). Have students describe why historians have mixed views about Junipero Serra.

2. Have students conduct a research on a Spanish Explorer. Ask

students to summarize the life of the explorer, as well as the explorer's accomplishments. Have students present on their topic and provide at least important details to the class.

3. Read or have the students watch the YouTube readaloud of "If you Lived in Colonial Times by Ann McGovern". Have students craft an argument about whether life was better in colonial times with supporting evidence.

Below Level:

1. Ask students to explain the impact of the California missions on both Spanish settlers and American Indians.

2. Ask students to summarize how life was like in the Spanish settlements in the Southwest. Provide students with a topic sentence to guide their writing.

3. Read or have the students watch the YouTube readaloud of "If you Lived in Colonial Times by Ann McGovern". Have students describe how school was different in colonial times compared with today.

ELL/Special Needs:

1. Have students work in groups and research or assign one of the missions in California. Ask students to describe how life was like in the missions for the American Indians.

2. Have students work in pairs or small groups. Ask students to place key events of Spanish explorations in a timeline.

3. Read or have the students watch the YouTube readaloud of "If you Lived in Colonial Times by Ann McGovern". Have students illustrate a picture showing how life was for children, women and men during colonial times. Alternatively, have students discuss or create a digital presentation of how life was for children, women and men during colonial times.

Cooperative/Project Activities:

Assign students to work in groups. Ask students to create a poster or visual presentation on one of the Spanish explorers. Inform students to identify reason for exploring, accomplishments and important details. Have students present their information to the class.

Lesson 4 Intro

- The Big Question (Connection to prior knowledge) How can I prepare for my future with my work today.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Inform students the French and the American Indians often traded goods. Ask students to write five things they use every day but cannot make themselves. Have students swap lists with a partner. Then ask students to act out trading to get things on the list that they wrote.

Lesson 4

On Level:

Have students conduct a research on a French Explorer. Ask students to summarize the life of the explorer, as well as the explorer's accomplishments. Conference with students to provide support and guidance on their research.

Advance:

Have students conduct a research on a French Explorer. Ask students to summarize the life of the explorer, as well as the explorer's accomplishments. Have students present on their topic and provide at least important details to the class. Conference with students to provide support and guidance on their research.

Below Level:

Assign students to work in a group. Have students create a poster and/or presentation on the different French explorers and the areas they explored.

ELL/Special Needs:

Have students work in pairs or small groups. Ask students to place key events of French explorations in a timeline.

Cooperative/Project Activities:

Assign students to work in groups. Ask students to create a poster or visual presentation on one of the French explorers. Inform students to identify reason for exploring, accomplishments and important details. Have students present their information to the class.

Lesson 5 Intro

- The Big Question (Connection to prior knowledge) How can I prepare for my future with my work today.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Tell students to imagine that they lived in England long ago. They have been selected to start a new colony in North America. Assign students to work with a partner to make an advertisement for others to join them in their adventure. Ask students to share their work with the class.

Lesson 5

On Level:

Ask students to summarize why various groups voluntarily and/or involuntarily came to the colonies/United States.

Advance:

Inform students to imagine that they have decided to settle in the colonies. Ask students to write a journal entry explaining how life is like in the area they've settled.

Below Level:

Have students re-read text on *Settling in the Middle Colonies* to each other. Tell students that William Penn is starting a colony in

Pennsylvania and they have been asked to create an add to encourage people to settle in the colony. Have students work in pairs and present 2 reasons why people should consider settling in the Pennsylvania colony.

ELL/Special Needs:

Inform students that people who were in debt, slaves and people who were seeking religious freedom were among the people who sought to come to the colonies. Have students re-read the text in a group or to each other and discuss why each group decided to voluntarily and/or involuntarily came to the United States.

Cooperative/Project Activities:

Assign students to work in groups. Inform students they have been selected to start a new colony in North America. Assign students to work with a partner to make an advertisement for others to join them in their adventure. Ask students to act out this scenario.

Lesson 6 Intro

- The Big Question (Connection to prior knowledge) How can I prepare for my future with my work today.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Tell students to imagine that they are forming a new country. Form a circle with three classmates. Ask the students what needs to be done, how leaders will be chosen, and how laws will be made. Take turns naming one thing that needs to be done and how you might do it.

Lesson 6

On Level:

1. Have students write a paragraph or more explaining why the colonists wanted to declare independence from Great Britain. Inform students use at least 3 evidence from the text.
2. Have students create a picture book or flipchart of different landmarks or people discussed in the lesson.

Advance:

1. Ask students to write a letter to George Washington explaining how they think the country has changed since it was founded.
2. Have students work in pairs or groups and create a picture dictionary of the places and people mentioned in the lesson: Washington, Mt. Vernon, Benjamin Banneker, Pierre L'Enfant, Washington, D.C., Capitol and White House.

Below Level:

Think-Pair-Share

1. Tell students to imagine that they are living in the colonies. Asks students to brainstorm how they would respond to the British laws. Pair students with a partner. Have students write their responses in complete sentences and share with the class.
2. Have students draw Washington, D.C. and include a caption "Washington, D.C." Have students label the monuments found there.

	<p>ELL/Special Needs:</p> <ol style="list-style-type: none"> 1. Have students create a sequence chart, timeline or poster of the events that led to the American Revolution. 2. Discuss some of the buildings and landmarks located in Washington, D.C. Have students pick 2 or more landmarks and draw it. Have student label each landmark. <p>Cooperative/Project Activities:</p> <p>Have students create a poster depicting the Boston Tea Party from the view of the patriots.</p> <ul style="list-style-type: none"> ➤ End of Unit: Ask students to write an explanatory piece about the effect of a historical event on our lives today using TikaTok tools. Ask students to make sure their writing uses evidence from the chapter and remind them to plan, revise, and edit their work. Tell them that, when they are using TikaTok templates, prompts will guide them through the writing and they will be able to select the images they think are best.
<p>Experiences (virtual and live field trips)</p>	<p>Waterloo Village NJ State Museum Quebec City virtual tour https://www.quebec-cite.com/en/videos-quebec-city/virtual-reality California Missions virtual tour: http://californiamissionsfoundation.org/virtual-tour/ Local Museums showcasing Native American artifacts Liberty Bell/Independence Park Virtual tour: https://scholarworks.gvsu.edu/independence_park/ Videos: https://www.nps.gov/inde/learn/photosmultimedia/videos.htm NJ State House Washington Crossing Visitor's Museum Virtual Viking tour https://www.vikingskibsmuseet.dk/en/visit-the-museum/virtual-visit-in-the-viking-ship-museum</p>
Resources	
<p>Savvas: https://savvaseasybridge.com/ Level Reader:</p> <ul style="list-style-type: none"> • Together We Give Thanks • A New Tradition • Thanksgiving Then and Now <p>https://tikatok.com/ -digital classroom publishing studio</p> <p>Technology: https://jr.brainpop.com/socialstudies/nativeamericans/ https://www.brainpop.com/socialstudies/worldhistory/conquistadors/</p>	

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/henryhudson/>
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/>
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/marcopolo/>
<https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/>
<https://www.powtoon.com>
<https://www.discoveryeducation.com/>
<http://www.readwritethink.org/classroom-resources/student-interactives/flip-book-30054.html>
<http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html> Writing and Publishing Interactive

Other resources:

<https://newsela.com/>
<https://www.discoveryeducation.com/>
<https://mrnussbaum.com/history/explorers>
<https://www.nps.gov/subjects/travelspanishmissions/index.htm>
<https://www.visitcalifornia.com/feature/california-missions>
<https://edsitement.neh.gov/lesson-plans/native-american-cultures-across-us>
https://www.ducksters.com/history/native_americans.php
<https://home1.nps.gov/americanindian/>
<http://www.lenapelifeways.org/lenapel.htm>
<https://packs.eb.com/social-studies> Britannica Launchpacks keywords: explorer, Native Americans

Suggested Reading, including Amistad:

- Lives of the Explorers: Discoveries, Disasters (and What the Neighbors Thought by Kathleen Krull)
- Thomas Paine: Crusader for Liberty: How One Man's Ideas Helped Form a New Nation by Albert Marrin
- The Mayflower by Mark Greenwood
- My Country 'Tis of Thee: How One Song Reveals the History of Civil Rights by Clair Rudolph Murphy

Pacing/ Time Frame:

6

Unit 4	Social Studies	Grade(s)	3
Unit Plan Title:	Chapter 4-Governments, Landmarks and Symbols140-182		
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.• 9.2.5.CAP.2: Identify how you might like to earn an income.• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p> <ul style="list-style-type: none">• 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a)• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).• 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).• 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).			
Overview/Rationale			
<p>In this unit, students will learn that the Americans wanted to break away from Great Britain and form their own government. American leaders wrote the United States Constitution as a plan for how the country will work. The United States federal government is divided into three equal branches (Executive, Legislative and Judicial). The three branches maintain a check and balance on each other, while having different responsibilities, as well as having opportunities to work together. The United States government is also divided into three levels of government (national, state and local). The national government serves the nation, the state government serves the state and the local government serves the towns/cities. They different levels of government work together on larger projects and activities. Students will also learn about the significance of American symbols, documents, landmarks and celebrations and how they contribute to an American identity.</p>			
New Jersey Student Learning Standards: Social Studies			
<ul style="list-style-type: none">• 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.• 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.• 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.• 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.			

- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 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.

Technology/Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Standard(s)

Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea main idea.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building

on others' ideas and expressing their own clearly.

- SL.3.1B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

<i>E= encouraged T= taught A=assessed</i>			
T	Civic Literacy	T A	Communication
T	Global Awareness	T A	Critical Thinking and Problem Solving
T	Health Literacy	T A	Collaboration
T	Financial, Economic, Business, & Entrepreneurial Literacy	T A	Creativity and Innovation
T	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> Why is the United States Constitution an important document? How do the three branches of government work? What do the three levels of government have in common? How do national symbols, landmarks, songs and documents contribute to the American identity? How do cities receive nicknames, like Orange gained the name “Hat City?” 			
Enduring Understandings			
<ul style="list-style-type: none"> The United States Constitution provides the plan for the United States government. The three branches of government were established to limit each branch’s power and to protect the rights of citizens. Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens. National symbols, landmarks, songs, and documents help unite citizens and uphold ideals. Orange use to be the hat making capital of the world and home to many hat-making factories. 			
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> I can explain the need for government. I can evaluate the purpose and the importance of the U.S. Constitution. I can differentiate among the three branches of the federal government. I can identify the responsibilities of the executive, legislative and judicial branches of government. I can identify the key functions of the federal government. I can describe how different levels of government work with each other. I can identify the responsibilities of the executive, legislative and judicial branches of government. I can identify the responsibilities of local, state, and national government and their key leaders. I can assess the value of holidays, landmarks, and symbols to civic pride. I can explain the legacy of ideas contained in the Declaration of Independence. I can describe the significance of the meaning of holidays, landmarks, and symbols to history and culture. I can compare and contrast a different type of governments. 			

Assessments

- Pre and Formative
 - Anchor charts
 - Exit tickets
 - Graphic Organizers
 - Lesson quizzes
 - Think Pair Share
 - Exit tickets
 - Online quizzes-Pearson
- Summative
 - Mid Unit Test
 - Chapter 4 Test Online
- Authentic Assessments
 - Cooperative/Group projects

Presentations
 Student notebooks
 Writing across the curriculum
 Cooperative learning groups
 Open Ended Questions
 Workbook lesson/reading checks

Teaching and Learning Actions

Instructional Strategies

Activities

Differentiation Activities

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

ELL & SPED:

- Use picture timelines to show events from long ago.
- Provide students with scaffolded sentence stem to help them in making connections between past skills or actions and their lives today.
- Use and point to visuals throughout lesson/activity
- Read picture books aloud to students with information about major events. Allow students to draw an illustration

Use the following activities to differentiate instructions for students.

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in instruction in order to help develop the whole child.
- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent on each other, have individual roles and share ideas in order to complete activities.
- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher-level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.
- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Graphic Organizers** – Students will use graphic organizers to

of an event. Expand and allow students to write a sentence to explain the event. Allow students to explain the event to a partner or small group.

- Write key words such as vocabulary words and have students repeat each word. Use pictures of key vocabulary words and content ideas.
- Encourage use of content vocabulary.
- Have children underline and/or highlight key vocabulary words or sentences.
- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow students to pick assignments from different levels based on difficulty.
- Hands-On Learning- dramatic play, raps/songs, music, role-play Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.
- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Read-aloud
- Small group instruction
- Inclusion of videos, images, films, photos, maps and Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)
- Provide students opportunities to use graphic organizers, such as T-Charts to practice writing. Encourage students to use words or pictures on their chart.

display relationships between facts and ideas.

- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences-** Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.
- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum-** children will practice reading and writing throughout the learning activities.
- **Read-aloud-** Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** -Students will use role-play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children.

- Think-Pair-Share
- Allow students to work in a group and focus on an aspect of life of the Iroquois or Cherokee. Ask students to present a project.
- Use graphic organizers
- Poster/visual presentations.
- Modified instructional strategies
- Individual assignments graded on a more rigorous rubric.
- Invite students to write paragraphs using information from graphic organizers.
- Multimedia projects, using primary sources
- Role play/Act out situations
- Student led classroom instruction

Below:

- Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. *Today I can (skill achieved) because I (action taken in the past). If I had not (skill or action taken), then today I (result of lack of action or skill).*
- Assign students to small groups based on their instructional needs.
- Allow students to use graphic organizers for support.
- Pair students to work together to read/reread text.

Activities: Including G/T, SE, and ELL Differentiation

D

ELL support: TE Pgs. 142, 143, 146, 151, 163, 175

Chapter Intro:

- The Big Question –Why do we need government?
- Watch Chapter Video-Independence Hall so that students can learn about an important national landmark.
- Jumpstart Activity: Invite students to share what they already know about government. Give small groups five minutes to brainstorm and identify ideas, jobs, and parts of government that they know. List their ideas in the classroom Word Wall. Distribute KWL Chart. Ask students: What do we know about rules, laws, and government? Give students five minutes to copy their ideas from the Jumpstart Activity in the first column. Then, asks: What do we want to know? Give students five minutes to

write what they want to learn.

- Introduce literacy skill - *Compare & Contrast*
 - Quest Kick Off (Project Based Learning)- Call on a volunteer to read aloud the Quest title and introductory text beneath the title. Call on another volunteer to read aloud the Quest Kick Off speech bubble. Build background by describing some local government jobs. (Prior to class, assemble a list of government jobs to reference). Ask: What levels of government are there in the United States? Ask: How do you think local governments differ from national and state government?
- A. Have students identify a local government job they want to present. Have students think about the qualifications the person needs and the types of work that the person does.
 - B. Help students find appropriate print and online sources to support their research.
 - C. Explain that as students move through the chapter, they will look for information that answers their questions.
 - D. Distribute the rubric for the Quest. Explain to students that they can use the rubric as they work through the chapter and as a guide when they begin their report.

Lesson 1 Intro

- The Big Question—How have goods and services changed over time and where are goods produced?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity: Ask students to name three things they and a partner know about the United States government. Ask students to walk around the room with a partner and talk with other pairs. Next, ask students to describe four things they and their partners know about the nation's government.

Lesson 1

On Level: Have students write the three branches of the federal government. Have students identify the bodies of each branch (Example: Congress makes up the legislative branch). Ask students to write one important fact about each branch.

Advance: Have students compare and contrast what the three branches of the federal government have in common. Ask students to describe how they are different. Ask students to explain how sharing powers among branches makes the body of the government stronger.

Below Level: Draw a simple tree with three large branches. Point out that the federal government is like a tree and is split into branches. Ask students to draw a tree for the federal government with three branches. Have them label the branches. Have students identify the bodies of each branch (Example: Congress makes up the legislative branch). Ask students to write one important fact about each branch.

ELL/Special Needs: Draw a simple tree with three large branches. Point out that the federal government is like a tree and is split into branches. Inform students they do different things but part of the same system. Tell students to draw their own tree and to label the trunk federal government and the branches executive, legislative and judicial. Ask

students to write one detail about each branch of government.

Cooperative/Project Activities: (Lessons 1 & 2)

1. Have students create an interactive tree on a poster board or with construction paper. Tell students the tree should have three branches for the three branches of government. Details should include the bodies that make up the branches, leaders and the responsibilities of each branch.
2. Have students create a collage. Assign students to investigate ways that citizens, including young people like themselves, can take part in the federal, state or government. Have them make collages, using art supplies and media to show their findings.
3. Have students act out responsibilities of each branch of government.

Lesson 2 Intro

- The Big Question (Connection to prior knowledge) What are the three types of resources used to create a product?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Write the name of government leaders (president, senator, representative) on chart paper, and put a different chart in different parts of the room. Have students write on each chart what they think this person should do. Record their responses on a web. Have students think about how the role of each official is different from the others. Ask students, what should we expect these people to do? How should they behave?

Lesson 2

On Level:

Have students make a three-column chart with headings: Legislative, Executive, and Judicial. Inform students to fill out the chart with information about each. Ask students to include titles of government leaders, roles/responsibilities and other details about each branch.

2. Utilizing Newsela article: *How Government Works: Comparing governments*, have students research and compare the differences between a democracy (United States) and an authoritarian government.

Advance: Have students research a Supreme Court justice. Inform students to write interesting facts about the justice and cases they are famous for. Have students share their research with the class.

2. Utilizing Newsela article: *How Government Works: Comparing governments* and additional sources, have students research and compare the differences between a democracy (United States) and an authoritarian government. Alternatively, have students describe the benefits of living in the United States vs other countries citing evidence of how government works.

Below Level:

Provide students with a graphic organizer. Ask students to explain the duties and responsibilities of each branch of government.

2. Have students use the “Read Aloud” feature of the Newsela article: *How Government Works: Comparing governments*. Have students use a graphic organizer to compare and contrast a democracy with an authoritarian government. The teacher will assist students with the definition of authoritarian government vs democratic government.

ELL/Special Needs:

Ask students to pick a branch of government. Provide students with a graphic organizer to summarize information about the branch of government.

2. Have students use the “Read Aloud” feature of the Newsela article: *How Government Works* and BrainPOP video on democracy. Have students create a digital presentation on the benefits of people living in a democracy compared to another type of government.

Cooperative/Project Activities: (Lessons 1 & 2)

Have students create an interactive tree on a poster board or with construction paper. Tell students the tree should have three branches for the three branches of government. Details should include the bodies that make up the branches, leaders and the responsibilities of each branch.

Lesson 3 Intro

- The Big Question -How are economic choices made?
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Brainstorm with students some examples of things government does, such as providing an education to children, protecting citizens, and enforcing laws. Then have students think of their own examples and act them out while other students guess what is being represented. Write each example on the board when revealed

Lesson 3**On Level:**

Have students make a three-column chart with the following headings: Local, State, and Federal. As students read about each level of government in the lesson, have them complete the chart with at least three important facts about each.

Advance:

Have students think of a large project that might require local, state, and national governments to work together, such as building a tunnel connecting New Jersey and New York. Have them research and explain to the class how they think the three levels of government could work together to help complete the project.

Below Level:

Have students list one way that the three levels of government are similar and one way that the three levels of government are different.

ELL/Special Needs:

Review the three levels of government with students. Remind students that local governments serve towns and cities; state governments serve states; and that national government serves the nation. Ask students to explain one way the government serves or helps their community. Ask students to write a service they would like from their local government (for example: more parks and swimming pools).

Cooperative/Project Activities:

Have students work in pairs or groups and research local government

jobs, such as teachers, firefighters, police officers, librarians and other city/town employees. Have students write the responsibilities that this worker has.

Lesson 4 Intro

- The Big Question – I will know some of the documents, symbols, and landmarks that bring us together.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Inform students that they can be a member of many groups including a classroom, a team, a family, or a country. Ask students to describe some of the groups they belong to (group examples: social, sports/recreational, school-related, cultural etc.)? Have students share their list in small groups. Note to students that everyone they know belongs to one group called humanity.

Lesson 4

On Level:

Have students research a national symbol or state symbol. Encourage students to draw the symbol. Ask students to explain why this symbol is important and what (they think) it represents.

Advance:

Challenge students to write a song that explains/describes the parts and meanings of the flag or another national/state symbol. Tell them to be sure to explain what each part symbolizes. Asks students to perform their songs.

Below Level:

Have students research the national or state flag. Have students draw the flag. Ask students to write a sentence explaining what each part symbolizes, or means.

ELL/Special Needs:

Have students research the national or state flag. Have students draw the flag. Ask students to research and describe the meaning of the colors and symbols on the flag.

Cooperative/Project Activities:

Create a poster of different national symbols, documents, celebrations and songs. Provide a description of each and/or explain their significance/meaning.

- End of Unit: Group students in pairs or small groups. Have students choose a national holiday discussed in the chapter, such as Memorial Day. Have students write about why we celebrate these days or create a visual presentation on why we celebrate these holidays.

All About Orange Activities

- Create an anchor chart of Orange showing the leaders of the community and the different departments.
- Show images of Orange in the past comparing it to the present- How has Orange changed?
- Have students research historical buildings and areas of Orange.

	Research the history of Orange, different neighborhoods and the hat-making factories.
Experiences (virtual and live field trips)	<p>Orange City Hall Municipal Court State House Visit White House virtual tour Supreme Court virtual tour https://www.youtube.com/watch?v=Unysw136q8w US Capitol virtual tour: https://history.house.gov/Education/Capitol-Tour/Capitol-Tour/ Interview a local government employee or official Develop an idea on how to improve the community UK Parliament virtual tour: https://www.parliament.uk/visiting/virtualtour/ Statue of Liberty Virtual tour https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm National Archives online exhibit https://www.archives.gov/exhibits</p>
Resources	
<p>Saavas: https://savvaseasybridge.com/ Level Reader:</p> <ul style="list-style-type: none"> • What Are Rules? • A Day Without Rules • Our Constitution At Work <p>https://tikatok.com/ -digital classroom publishing studio</p> <p>Technology: https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/ https://jr.brainpop.com/socialstudies/government/localandstategovernments/ https://jr.brainpop.com/socialstudies/government/president/ https://www.ducksters.com/history/us_government/famous_supreme_court_justices.php http://whitehouse.georgewbush.org/tours/virtual.asp</p> <p>Other resources https://newsela.com/ https://www.discoveryeducation.com/ https://washington.org/visit-dc/must-see-memorials-monuments-national-mall http://www.ci.orange.nj.us/</p> <p>Suggested Reading, including Amistad:</p> <ul style="list-style-type: none"> • <i>How the U.S. Government Works</i> by Syl Sobel • <i>The U.S. Constitution</i> by Normal Pearl • <i>The White House for Kids: A History of a Home, Office, and National Symbol</i> by Katherine House • <i>A More Perfect Union: The Story of Our Constitution</i> • <i>The New Colossus</i> – poem by Emma Lazarus https://www.youtube.com/watch?v=p7wdNvGgNjk • <i>Birthera, Becky Grandmama's Pride</i> 2005 https://www.youtube.com/watch?v=9gzbmEuLcao • <i>Bridges, Ruby Through My Eyes</i> 1999 	

- Bryan, Ashley Beat the Story Drum, Pum-Pum 198

Pacing/ Time Frame:

5 Weeks

Unit 5	Social Studies	Grade(s)	3
Unit Plan Title:	Chapter 5-Citizenship and Civics Engagement 182-225		
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).• 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).• 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).•9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).			
Overview/Rationale			
In this unit, students will learn the importance of following rules and laws. Students will also learn that citizens have rights and responsibilities, such as voting. The chapter will challenge them to understand the meaning of good citizenship, including engaging in civic life and being respectful to others online. The unit will also examine citizens who have taken risks to improve the lives of others, such as the Founding Fathers, Susan B. Anthony, Thurgood Marshall, Eleanor Roosevelt, Anne Hutchinson, Abraham Lincoln, Clara Barton, Frederick Douglass, Harriet Tubman, Martin Luther King and Jane Addams.			
New Jersey Student Learning Standards: Social Studies			
<ul style="list-style-type: none">• 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.• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).• 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.• 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).• 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.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).

- 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).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 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.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Technology/Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Standard(s) Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events

occur).

- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are

	<p>appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> • W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. • W.3.7. Conduct short research projects that build knowledge about a topic. • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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21st Century Skills: Check all that apply

E= encouraged T= taught A=assessed

T A	Civic Literacy	T A	Communication
T A	Global Awareness	T A	Critical Thinking and Problem Solving
T	Health Literacy	T A	Collaboration
T A	Financial, Economic, Business, & Entrepreneurial Literacy	T A	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)

- Why should people follow rules and laws?
- What qualities do good citizens have?
- How have people worked to improve the life of the country's citizens?
- What makes people heroes?

Enduring Understandings

- Rules and laws keep people safe.
- Good citizens promote public virtue, follow rules, do good deeds, volunteer, practice civic engagement and are respectful.
- People have contributed by fighting for basic, equal and human rights for the country's citizens throughout history.
- Heroes work to protect our rights and freedoms.

Student Learning Targets/Objectives

- I can identify the rights and responsibilities of citizenship.
- I can compare and contrast rules and laws.
- I can identify possible consequences for breaking rules and laws.
- I can identify the importance of good citizenship.
- I can describe the process for an immigrant to become an American citizen.
- I can understand the benefits of civic engagement.
- I can identify how technology has affected civic engagement around the world.
- I can describe actions and contributions of historical figures who have helped secure the rights and freedoms of our country's citizens.
- I can identify heroes and the qualities from our country's history.
- I can identify, describe and/or lead an activism initiative in my community.

Assessments

- Pre and Formative
Anchor charts
Exit tickets
Graphic Organizers
Lesson quizzes
Think Pair Share
Exit tickets
Online quizzes-Pearson
 - Summative
Mid Unit Test
Chapter 5 Test Online
 - Authentic Assessments
Cooperative/Group projects
- Presentations
Student notebooks
Writing across the curriculum
Cooperative learning groups
Open Ended Questions
Workbook lesson/reading checks

Teaching and Learning Actions

Instructional Strategies

Activities

Differentiation Activities

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in instruction in order to help develop the whole child.
- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent on each other, have individual roles and share

ELL & SPED:

- Use picture timelines to show events from long ago.
- Provide students with scaffolded sentence stem to help them in making connections between past skills or actions and their lives today.
- Use and point to visuals throughout lesson/activity
- Read picture books aloud to students with information about major events. Allow students to draw an illustration of an event. Expand and allow students to write a sentence to explain the event. Allow students to explain the event to a partner or small group.
- Write key words such as vocabulary words and have students repeat each word. Use pictures of key vocabulary words and content ideas.
- Encourage use of content vocabulary.
- Have children underline and/or highlight key vocabulary words or sentences.
- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow students to pick assignments from different levels based on difficulty.
- Hands-On Learning- dramatic play, raps/songs, music, role-play
Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.

ideas in order to complete activities.

- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher-level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.
- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Graphic Organizers** – Students will use graphic organizers to display relationships between facts and ideas.
- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences**- Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.
- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum**- children will practice reading and writing throughout the learning activities.
- **Read-aloud**- Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** -Students will use role-play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in

- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Read-aloud
- Small group instruction
- Inclusion of videos, images, films, photos, maps and Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)
- Provide students opportunities to use graphic organizers, such as T-Charts to practice writing. Encourage students to use words or pictures on their chart.

Gifted and Talented:

- Think-Pair-Share
- Allow students to work in a group and focus on an aspect of life of the Iroquois or Cherokee. Ask students to present a project.
- Use graphic organizers
- Poster/visual presentations.
- Modified instructional strategies
- Individual assignments graded on a more rigorous rubric.
- Invite students to write paragraphs using information from graphic organizers.
- Multimedia projects, using primary sources
- Role play/Act out situations
- Student led classroom instruction

Below:

- Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. *Today I can (skill achieved) because I (action taken in the past). If I had not (skill or action taken), then today I (result*

a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children.

<p><i>of lack of action or skill).</i></p> <ul style="list-style-type: none"> ➤ Assign students to small groups based on their instructional needs. ➤ Allow students to use graphic organizers for support. ➤ Pair students to work together to read/reread text. 	
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p><i>Activities</i></p> <p><i>D</i></p> <p><i>ELL support: TE Pgs. 189,195, 203, 209</i></p>	<p>Use the following activities to differentiate instructions for students.</p> <p>Chapter Intro:</p> <ul style="list-style-type: none"> • The Big Question –Point out to students the picture on the Chapter Opener. <i>What do you see in this image?</i> Ask volunteers to respond, and then tell them it is a photo of a child participating in a patriotic activity. Explain that participating means joining in with others. Finally, read aloud the Big Question: <i>“How can I participate?”</i> • Chapter Video-“Volunteering: Mentor, Tutor, Friend”-Profiles examples of volunteering. Afterward, ask students to think about other kinds of volunteering they know about. • Jumpstart Activity: Ask: What was a time you were nice to someone? Allow volunteers to respond with things such as helping someone with a problem or saying something nice. Allow volunteers to describe or act out their responses. Then ask: How did being nice to someone make you feel? How do you feel when someone is nice to you? Instruct students to talk to a partner about their feelings at these times. • Introduce literacy skill-Fact and Opinion • Quest Kick Off (Collaborative Discussion)- Call on a volunteer to read aloud the Quest title and the introductory text beneath the title. Call on another volunteer to read aloud the Quest Kick Off Speech bubble. Build background by discussing different ways people can volunteer to help a community. Ask: what ways do people volunteer to help at school? Ask: What ways do people volunteer in the community? Then ask about voting. What are some government officials who are elected? <p>Fact and Opinion Point to the title of the Quest and read it aloud. Then read Benjamin Franklin’s speech bubble. Tell students that they will be preparing to lead a collaborative discussion at the end of the chapter. During the discussion, they will state their opinion about why voting or volunteering is more important, and they will provide facts to support their opinion. Ask: Have you ever voted for anything? What was it? Have you ever done any volunteer work? What kind of things did you do? Did you enjoy the work?</p> <p>Lesson 1 Intro</p> <ul style="list-style-type: none"> • The Big Question – I will know why we have rules and laws and what happens when they are not followed.

- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity: Write one classroom rule in the center of a word web on the board. Ask students to suggest consequences for not following the rule. Record their answers in the blank circles.

Lesson 1

On Level:

1. Have students draw a poster or picture of a rule they follow in their daily life. Ask students to write 1-2 sentences describing the rule.
2. Have students write a paragraph or more about why we have rules. Ask students to include why it is important to follow rules.

3. Have students watch the BrainPOP video: Citizenship

<https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

Have students describe the process for immigrants to become a citizen of the United States. Ask students to provide examples of rights citizens have under the U.S. Constitution.

Advance:

1. Have students create a poster of a school rule they follow. Tell students that the poster must include a picture and a sentence or two that explains what the rule is and why it is important. Display the completed posters in the classroom. Conference with students to provide support and guidance with their writing.

2. Have students write a paragraph or more about why we have rules. Ask students to include the consequences for not following rules. Conference with students to provide support and guidance with their writing.

3. Have students watch the BrainPOP video: Citizenship

<https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

Have students describe the process for immigrants to become a citizen of the United States. Ask students to describe the privileges of being an American citizen.

Below Level:

1. Ask students to draw a picture of a school rule they follow and label the drawing using one-word descriptions. Then display their drawings in the classroom.

2. Assign students to work in pairs or groups. Ask students to write a list of important rules people in their community should follow that would make their community safe and better.

3. Have students watch the BrainPOP video: Citizenship

<https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

Have students describe the process for immigrants to become a citizen of the United States.

ELL/Special Needs:

1. Ask students to draw a picture of a school rule they follow. Have them dictate what the drawing shows. Assist students with recording their answer. Then display their drawings and explanations in the

classroom.

2. Assign students to work in pairs or groups. Ask students to brainstorm rules students should follow. Have student share their answers with the group. Ask students to create a list with the information shared with the group.

3. Have students watch the BrainPOP video: Citizenship

<https://www.brainpop.com/socialstudies/usgovernment/citizenship/>

Ask students: Describe the most important right of citizens? Why do you think this is the most important right? Have students illustrate their response or record their response using flipgrid.

Cooperative/Project Activities:

Have groups of students work on lists of rights they think students at their school should have. Allow the students to vote for their choice of rights and record which ones get the most votes. Have a class discussion about whether this law is practical for the school and why.

Lesson 2 Intro

- The Big Question - I will know how to be a good citizen.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Tell students to think about ways people can be good citizens. Ask them to think about the people they know are good citizens and what makes them good citizens. As they provide answers, record them on the board, or ask a student volunteer to do it.

Lesson 2

On Level:

1. Ask students to write a short paragraph about a volunteer job they would like to do. Ask students to include how it would help people or a community.
2. Ask students to write a short paragraph about ways they can be a good citizen.

Advance:

1. Ask students to write a short paragraph about a volunteer job they would like to do. It should include details on why they chose that job.
2. Ask students to write a short paragraph about what makes a good citizen. Ask students to include evidence from the text that supports the importance of being a good citizen.

Below Level:

1. Have students draw a picture of a volunteer job they would like to do. Ask them to label the job. Then have them write a description of what is happening in the picture and a sentence about whom the volunteer job would help.
2. Ask students to work in pairs or a group. Ask students to brainstorm qualities of a good citizen. Have students write a list of things good citizens should do.

ELL/Special Needs:

1. Have students draw a picture of a volunteer job they would like to do. Ask them to explain their picture.

2. Have students draw a picture of someone doing a good deed. Ask students to describe or write a sentence explaining the action.

Cooperative/Project Activities:

Have students identify some issues that are important in their community, such as the need to stock a food pantry or to clean up an area park. Have students make a list of the issues. Then brainstorm some potential service learning projects that would help make the situation better. If appropriate, select a service-learning project to complete as a class to help the community.

2. Have students take and submit a picture of them completing a service activity-such as picking up litter in the park.

Additional Lesson –Teaching about the Holocaust/Genocide, Prejudice & Bullying: *From Friend to Upstander: Stand Up and Make A Difference*

<https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

Lesson 3 Intro

- The Big Question-I will know about people who fought for the rights and freedoms of our country's citizens.
- Preview vocabulary and definitions / Word Wall /Rap About It
- Jumpstart Activity- Have students form a small group and choose a topic to discuss. For example: a movie, a band, a subject in school, or something important going on in the school, community or state. Have students take turns standing up and giving their opinion about the topic.

Lesson 3

On Level:

1. Have students re-read the text and identify the basic human rights she fought for. Have students choose a human right Eleanor Roosevelt for. Ask students to make a poster of Eleanor Roosevelt and her fight for that human right.

2. Ask students to choose between Susan B. Anthony or Thurgood Marshall. Ask students to write a paragraph or more about how Susan B. Anthony or Thurgood Marshall fought for equal rights.

3. Review the vocabulary word *activist* with students. Ask students to think about problems they may not like about their community or around the world. Have students create a presentation of the problem and the steps they would take to bring attention to it.

Advance:

1. Have students research more about Eleanor Roosevelt, or provide them with a simple biography. Have them make a poster about her fight for human rights to present to the class.

2. Have students write in a paragraph or more comparing how Susan B. Anthony and Thurgood Marshall fought for equal rights.

3. Review the vocabulary word *activist* with students. Ask students to think about problems they may not like about their community or around the world. Have students create a presentation of the problem and the

steps they would take to bring attention to it. Ask students to include how could they get the government to change or fix the problem.

Below Level:

Have students make a list of basic human rights they believe everyone should have. Have students work in a group and prioritize the list.

2. Read-aloud text of Susan B. Anthony and Thurgood Marshall. Have students underline/highlight important details that show how Susan B. Anthony and Thurgood Marshall fought for equal rights. Assist students with writing a paragraph about how Susan B. Anthony or Thurgood Marshall fought for equal rights.

3. Review the vocabulary word *activist* with students. Inform students activist often lead peaceful protests to bring attention to a cause they believe. Ask students: What's a cause you strongly believe in? Have students create a poster or digital presentation of the cause and why they feel it's important?

ELL/Special Needs:

1. Have students work in a group and provide support with writing a list of rights everyone should have. Have students vote on the most important ones.

2. Read-aloud text of Susan B. Anthony and Thurgood Marshall. Have students underline/highlight important details that show how Susan B. Anthony and Thurgood Marshall fought for equal rights. Have students draw or create a poster of Susan B. Anthony or Thurgood Marshall fighting for equal rights. Have students write a caption or description of their drawing/poster.

3. Ask students to describe ways they can participate to help make their school community better. Have students describe how they would get other students to buy in or support their cause. Assist students with creating a written or online petition through [change.org](https://www.change.org). Have students gather 20 support from teachers and fellow students.

Cooperative/Project Activities:

Have students create a collage on "Human Rights". Ask students to include vocabulary words and basic human rights everyone should have.

Lesson 4 Intro

- The Big Question – I will know about the lives of certain American heroes.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Tell students to think of a time when they were brave. Ask: what did you do when you were brave? How did you feel at the time? Remind students that being brave means different things to different people. Therefore, the stories of bravery will vary for each person. Encourage students to be positive and supportive of each other's stories of bravery.

Lesson 4

On Level:

1. Have students think of three interview questions they would like to ask one of the heroes identified in the text. Then have students write what they think the answers to the questions would be.

2. Have students choose a hero identified in the text. Have students write a paragraph or more about what makes the person they chose a hero. Provide students with additional choices of heroes, such as Sylvia Mendez (<https://www.youtube.com/watch?v=QAg34W4bfxQ> (Separate is never equal read-aloud)) and Cesar Chavez (<https://www.youtube.com/watch?v=vDw7IVxblBU> Harvesting Hope (Cesar Chavez read-aloud))

Advance:

1. Have students think of three interview questions they would like to ask one of the heroes identified in the text. Then have students research what they think the answers would be using the book and other reliable resources. Have students write the answers and share them with other students. Provide students with additional choices of heroes, such as Sylvia Mendez (<https://www.youtube.com/watch?v=QAg34W4bfxQ> (Separate is never equal read-aloud)) and Cesar Chavez (<https://www.youtube.com/watch?v=vDw7IVxblBU> Harvesting Hope (Cesar Chavez read-aloud))

2. Have students pick two or more heroes identified in the text. Allow students to conduct additional research. Have students write a paragraph or more about what makes the persons they chose heroes. Provide students with additional choices of heroes, such as Sylvia Mendez (<https://www.youtube.com/watch?v=QAg34W4bfxQ> (Separate is never equal read-aloud)) and Cesar Chavez (<https://www.youtube.com/watch?v=vDw7IVxblBU> Harvesting Hope (Cesar Chavez read-aloud))

Below Level:

1. Pair students to write three interview questions for one of the American heroes identified in the text. Then have students brainstorm what they think the answers to the questions would be.

2. Have students read aloud in small group or pairs and watch the read-aloud text of Harvesting Hope (Cesar Chavez) (<https://www.youtube.com/watch?v=vDw7IVxblBU>). Ask students to think about what makes each person a hero. Have students share their answers with each other and to create a list. Assist students with creating a flipbook about the heroes in the lesson and to write 1-2 sentences about what makes them a hero.

ELL/Special Needs:

1. Assist students with creating a three-question interview for one of the American heroes in the lesson. Then as a group, assist students with answering the questions using the book and other reliable sources.

2. Have students read aloud in small group or pairs and watch the read-aloud text of Harvesting Hope (Cesar Chavez) (<https://www.youtube.com/watch?v=vDw7IVxblBU>). Ask students to create a picture book of each of the heroes identified in the text. Have students write one important fact about the hero.

Cooperative/Project Activities:

Have students work in groups and conduct additional research on the heroes identified in the text or other heroes. Have students create a poster board presentation on the heroes.

➤ End of Unit – Have students write an informative text about a

	<p>problem in the community and how this problem needs to be solved. Students should include statements, which explain what he or she can do to help solve the identified problem. Students should write with appropriate voice for the task.</p> <p>➤ Remind students how hard Eleanor Roosevelt and Jane Addams worked to help others. Discuss with students that sometimes they may see someone with a wheel chair. Ask them to discuss and share, why do you think they need it? Encourage students to think about children that may be different than them. Have students work collaboratively to create an advertisement for a school that welcomes everyone by including details that promote why someone should enroll in the school.</p>
<p>Experiences (virtual and live field trips)</p>	<p>Plan a class project to help solve a community problem, such as food drive, a recycling program, a clothing drive, or writing letters proposing or opposing a law.</p> <p>Students can learn more about civil rights movement in the United States through the Library of Congress</p> <p>Civil Rights Museum virtual tour http://www.tnhistoryforkids.org/history/virtual-tours/virtual-tours/civil-rights-museum.2448506</p> <p>Civil Rights Trail https://civilrightstrail.com/gallery/</p> <p>Martin Luther King, Jr. birth home virtual tour https://www.nps.gov/features/malu/feat0001/BirthHomeTour/</p> <p>Frederick Douglas National Historic Site virtual tour https://www.nps.gov/frdo/learn/photosmultimedia/virtual-tour.htm</p> <p>United Nations general assembly virtual tour http://www.samrohn.com/360-panorama/united-nations-general-assembly-hall-nyc/</p> <p>Canada Human Rights Museum virtual tour https://humanrights.ca/visit/explore-the-museum-from-home#section-Experience-the-galleries</p> <p>Holocaust Museum virtual tour https://hmlc.org/about-us/visit/virtual-tour/</p>
Resources	
<p>Savvas https://www.savvasrealize.com/</p>	

Level Reader:

- Below: Who is Eleanor Roosevelt?
- On level: An American Hero: Eleanor Roosevelt.
- Advanced: Eleanor Roosevelt: First Lady and Human Rights Leader.

<https://tikatok.com/> -digital classroom publishing studio

Technology:

<https://jr.brainpop.com/socialstudies/biographies/susanbanthony/>

<https://www.brainpop.com/science/energy/benjaminfranklin/>

<https://jr.brainpop.com/socialstudies/communities/communityhelpers/>

<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>

<https://www.brainpop.com/socialstudies/ushistory/brownvsboardofeducationoftopeka/>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/eleanorroosevelt/>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/georgewashington/>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/thomasedison/>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/abrahamlincoln/>

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/frederickdouglass/>

<https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

<https://jr.brainpop.com/socialstudies/biographies/clarabarton/>

Other resources:

Amistad Commission: *Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford

<https://newsela.com/>

<https://www.discoveryeducation.com/>

<https://www.loc.gov/search?new=true&q=civil+rights+movement>

<https://packs.eb.com/social-studies> Britannica Launch Packs

- Human Rights: Leaders
- Martin Luther King, Jr.
- Harriet Tubman
- Frederick Douglass
- Sojourner Truth
- Jane Addams and Hull House
- Barack Obama
- Hispanic Americans
- Human Rights: Civil Rights
- Rules and Laws
- Abraham Lincoln
- George Washington Carver
- Cesar Chavez
- Clara Barton

Suggested Reading, including Amistad:

A More Perfect Union: The Story of Our Constitution by Betsy Maestro and Guilio Maesro

U.S. Constitution by Norman Pearel

How the U.S. Government Works by Syl Sobel

Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation by Duncan Tonatiuh
<https://www.youtube.com/watch?v=QAg34W4bfxQ>

Pacing/ Time Frame:

6 weeks

Unit 6	Social Studies	Grade(s)	3
Unit Plan Title:	Chapter 6-A Growing Nation226-265		
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.• 9.2.5.CAP.2: Identify how you might like to earn an income.• 9.2.5.CAP.8: Identify risks that individuals and households face.• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).• 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a). begins with gathering data, seeking resources, and applying critical thinking skills.• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).• 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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.• 9.4.5.DC.1: Explain the need for and use of copyrights.• 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).			
Overview/Rationale			
<p>In this unit, students will discover how life has changed over time. Students will learn how new ways of traveling has allowed people to settle in different areas of the country. Students will also learn how immigrants and settlers have had a positive impact and contributed to the country’s growth. In addition, students will learn how communication has allowed people from long distances to be able to communicate and share ideas. They will also discover that people, inventions and new ideas have changed communities and our ways of life.</p>			
New Jersey Student Learning Standards: Social Studies			
<ul style="list-style-type: none">• 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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.• 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.• 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the			

economies of New Jersey and the United States.

- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- • 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 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.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 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.

Technology/Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

- 8.2.5.ETW.1: Describe how resources such as

Interdisciplinary Standard(s)

Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea main idea.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1B. Follow agreed-upon norms for

material, energy, information, time, tools, people, and capital are used in products or systems.

- 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- SL.3.1D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

21st Century Skills: Check all that apply

E= encouraged T= taught A=assessed

T Civic Literacy

T Communication

A			
T	Global Awareness	T A	Critical Thinking and Problem Solving
T	Health Literacy	T A	Collaboration
T A	Financial, Economic, Business, & Entrepreneurial Literacy	T A	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)

- What new changes allowed the United States to grow as a country?
- How did United States grow from 13 states to expanding westward?
- How did the development of new technology affect people?
- How can new ideas change the lives of people?

Enduring Understandings

- Changes in transportation helped the United States grow and expand westward.
- Immigrants to the United States and American settlers changed where and how people lived.
- Technological developments affect how people live.
- New ideas and individuals can affect communities.

Student Learning Targets/Objectives

- I can analyze how innovations in transportation influenced the growth of the United States.
- I can describe how Lewis, Clark and Sacagawea contributed to the growth of the American West.
- I can understand how canals and riverboats helped move people and goods in the developing country.
- I can describe the difficulties faced by settlers in wagon trains.
- I can identify how railroads, highways and airplanes improved transportation across the United States.
- I can explain why people migrate to new lands.
- I can explain why people from Europe and Asia migrated to the United States.
- I can identify cultural contributions of people of different backgrounds
- I can describe how homesteaders built the American West.
- I can analyze how innovations in communication influenced the growth of the United States.
- I can compare how people communicated in the 1800's and today.
- I can recognize how telegraphs, telephones, and computers made instant communication possible.
- I can describe how new technology connect people around the world.
- I can describe how historical figures have improved communication.

- I can describe how new ideas and machines changed people's lives in the United States and around the world.
- I can explain how activists fought for equal rights and improved access to education for all Americans.
- I can explain how innovations, ideas and machines changed people's everyday lives.
- I can describe the new ideas that developed in the arts
- I can identify the difference between an upstander and a bystander.

Assessments

- Pre & Formative
 - Anchor charts
 - Exit tickets
 - Graphic Organizers
 - Lesson quizzes
 - Think Pair Share
 - Exit tickets
 - Online quizzes-Pearson
- Summative
 - Mid Unit Test
 - Chapter 6 Test
- Authentic Assessments
 - Cooperative/Group projects

Presentations
 Student notebooks
 Writing across the curriculum
 Cooperative learning groups
 Open Ended Questions
 Workbook lesson/reading checks

Teaching and Learning Actions

Instructional Strategies

Activities

Differentiation Activities

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

ELL & SPED:

- Use picture timelines to show events from long ago.
- Provide students with scaffolded sentence stem to help them in making connections between past skills or actions and their lives today.
- Use and point to visuals

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in instruction in order to help develop the whole child.
- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent on each other, have individual roles and share ideas in order to complete activities.
- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher-level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.
- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons.

throughout lesson/activity

- Read picture books aloud to students with information about major events. Allow students to draw an illustration of an event. Expand and allow students to write a sentence to explain the event. Allow students to explain the event to a partner or small group.
- Write key words such as vocabulary words and have students repeat each word. Use pictures of key vocabulary words and content ideas.
- Encourage use of content vocabulary.
- Have children underline and/or highlight key vocabulary words or sentences.
- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow students to pick assignments from different levels based on difficulty.
- Hands-On Learning- dramatic play, raps/songs, music, role-play Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.
- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Read-aloud
- Small group instruction
- Inclusion of videos, images, films, photos, maps and Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)
- Provide students opportunities

Use effective questioning to prompt students to recall and apply what they have already learned

- **Graphic Organizers** – Students will use graphic organizers to display relationships between facts and ideas.
- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences**- Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.
- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum**- children will practice reading and writing throughout the learning activities.
- **Read-aloud**- Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** -Students will use role-play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children.

to use graphic organizers, such as T-Charts to practice writing. Encourage students to use words or pictures on their chart.

Gifted and Talented:

- Think-Pair-Share
- Allow students to work in a group and focus on an aspect of life of the Iroquois or Cherokee. Ask students to present a project.
- Use graphic organizers
- Poster/visual presentations.
- Modified instructional strategies
- Individual assignments graded on a more rigorous rubric.
- Invite students to write paragraphs using information from graphic organizers.
- Multimedia projects, using primary sources
- Role play/Act out situations
- Student led classroom instruction

Below:

- Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. *Today I can (skill achieved) because I (action taken in the past). If I had not (skill or action taken), then today I (result of lack of action or skill).*
- Assign students to small groups based on their instructional needs.
- Allow students to use graphic organizers for support.
- Pair students to work together to read/reread text.

Activities: Including G/T, SE, and ELL Differentiation

D

Use the following activities to differentiate instructions for students.
Chapter Intro:

- The Big Question (Connection to prior knowledge) –How does life change throughout history. Draw student’s attention to the

picture on Chapter Opener. Build background by inviting them to recall what their past classrooms have looked like. Ask: Have you ever seen a classroom like this? What do you do in a classroom? What items do you see in your classroom? Call on volunteers to share their ideas. Read aloud the chapter Big Question: How does life change throughout history? Explain that this chapter will explore different people, ideas, and inventions that changed the country.

- Watch Chapter Video-“Filed Trip, National Inventors Hall of Fame”
- Jumpstart Activity: Have pairs work together to examine. The photo closely. Draw a T-Chart on the board. Label one column “Same” and the other column “Different.” Have pairs look for ways the two classrooms are the same and different. Finally, have pairs share their ideas about how classrooms have changed over time.
- Introduce literacy skill-Drawing Conclusions
- Rap About It-Vocabulary
- Quest Kick Off (Project Based Learning)- Call on a volunteer to read aloud the Quest title and the introductory text beneath the title. Call on another volunteer to read aloud the Quest Kick Off speech bubble. Say: Our nation has changed over time, as new people have come to the United States from other places. Ask: What might a newcomer have seen and done? What if the newcomer spoke a language other than English, or had customs or traditions that were different from those of many Americans?

Make Connections: Draw attention to the images: Ask What do you see? Whom do you see? Where is the girl?

Describe and Define: Explain that a 3-D model is a special kind of model. Explain that the model students will make will have a cardboard base. On the base, they will use modeling clay and other items to show people, a place, and a time in the past. A 3-D model shows people what something was like. It uses labels to describe features.

Steps:

- A. Read step 1 questions to students: Tells students that for this Quest assignment each person will choose one place and time. Have each student list some ideas. Tell students that they can change the place and time as they get new ideas when they read the lessons. Encourage students to share their thoughts about possible places and times.
- B. Plan: Have students form groups to conduct internet research. Students should identify and view web sites about immigrants to the United States. Ensure that students list information about the place and time, what people do, where they live, how they dress, and how they get around.
- C. Invite students to look for clues to help them complete their

projects as they move through the chapter. Students should look for Quest Connections in the text.

- D. Advise students that as they read the chapter, they will look for ideas to include in their 3-D model. Distribute the rubric for the Quest. Explain to students that they can use the rubric as they work through the chapter as a guide when they begin to make a 3-D model.

Teaching About the Holocaust – *The Keeping Quilt* by Patricia Polacco

Synopsis: The author tells the story of her family quilt that has been passed from mother to daughter for four generations - and will be passed to a fifth generation. The quilt is made of pieces of cloth taken from the clothing, blankets, and other cloth objects of family experiences. The quilt is more than pieces of cloth. It is the symbol of the love and faith that has endured in her family for over a century and the memories woven in its cloth.

Lesson Intro

- Before class, find some photos and illustrations of the area of New York City where Great Gramma Anna's family settled around 1900. Find some photos of Russian farm villages around the same time.
- Locate Russia and New York City on a map. Talk about the physical distance and the cultural distance between the two places, especially a hundred years ago.
- Discuss the word "immigrant" and discuss reasons that people left their homes in Russia and other places to come to the United States. Think of some of the problems they may have faced in making a new home in a strange and foreign place.
- Read-aloud or have students watch the video book of the Keeping Quilt

https://www.youtube.com/watch?v=7AVxr_vz0XE

On Level:

Have students work in a group and describe the differences between life in the village in Russia and life in New York City for Great Gramma Anna and her parents. Ask students to compare their life in Orange with the characters in the story. Have students share their answers.

Advance Level:

Have students work in pairs or group and describe: What is a babushka? Ask students to describe how did Anna's mother turn the babushka and

other things into a memory of their home in Russia?

How was Anna's quilt really a neighborhood project? Are there things that you and your neighbors work on together? How was life different in the days of Anna's childhood? Have students record their answers and share with the class.

Below Level:

Inform students that the quilt had many uses throughout the story. Make a list of all of the quilt's uses. Have students share their answers with the class.

ELL/Special Needs:

Word with students in small group to discuss and identify the ways that life changed for Anna.

Lesson 1 Intro

- The Big Question- I will know how new ways of traveling have changed people's lives.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity: Have students work with a partner. Ask students to list as many types of transportation they think of. Put check mark by those they have used. Help students make their lists, displaying images of different types of transportation, including trains, airplanes, automobile, horse, ship or boat. Then have volunteers share one item on their list and write it on the board.

Lesson 1

On Level:

1. Have students draw transportations listed in the lesson. Ask students to describe how the transportation improved traveling.
2. Have students create a chart of the transportations listed in the lesson. Ask students to write 1-2 sentences describing how each form of transportation listed in the lesson improved traveling.

Advance:

1. Have students think of a form of transportation that they would like to improve. Ask them to draw a picture that shows how they would change the form of transportation and why?
2. Have students write in a paragraph or more how each form of transportation listed in the lesson improved traveling.

Below Level:

Have students draw transportations listed in the lesson. Encourage students to write simple captions or phrases for their illustrations.

ELL/Special Needs:

Have one student name a type of transportation they learned about in the

lesson and another student draw it. Then have the pairs switch.

Cooperative/Project Activities:

Introduce Lewis and Clark to the students. Have students watch the BrainPOP video of Lewis and Clark. Have students work as a group to dramatize the adventures of Lewis and Clark, rehearse and present it to the class.

2. Have students write a story about the Lewis and Clark adventures. Have them write characters, a plot, setting and point of view.

Lesson 2 Intro

- The Big Question – I will know how people’s lives change when they move to a new country.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Display a world map or globe for students to use. After they write lists of family and friends who came to the United States from other countries, help students locate those countries on the map or globe. Have students affix notes to each location.

Lesson 2

On Level:

Have students write a letter to a friend back home. Ask students to describe how life is like on a homestead.

Advance:

Have students write a newspaper article about how life on a homestead could be better. Ask them to include details about what they would need to make life better.

Below Level:

Explain to students that the Homestead Act gave people land to settle in the West. Ask students to write 2-3 sentences about why people wanted to move to the West.

ELL/Special Needs:

Remind students that in the 1800’s, few people lived in the western United States. Explain what that the Homestead Act gave people land on which to live in the West. Have students to draw and write a sentence about why people wanted to move west.

Cooperative/Project Activities:

Have students work as a group and conduct additional research on Daniel Boone, the Wright Brothers, Amelia Earhart or the Gold Rush on newsela.com. Have students present their research to the class.

Lesson 3 Intro

- The Big Question – I will know the different ways people have communicated throughout history.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Tell students to brainstorm a list beginning with when they wake up. Ask questions, such as the following: How do you know to wake up? How do you know the time? How do you take talk to someone far away? How do you communicate with someone across the table at breakfast? How do you

communicate as you go to school?

Lesson 3

On Level:

1. Have students create a four-column chart with the headings “radio,” “telephone,” “television,” and “telegraph.” Have students draw each communication and describe how each tool worked and helped people communicate.
2. Have students draw the four communication tools of the past- radio, telephone, television and telegraph. Ask students to draw the modern version of the communication tool that has similar function.

Advance:

1. Have students work in a group and discuss communication tools they use today. Have students draw the communication tool and place them in the order they were invented. Have students describe how each tool worked and helped people communicate.
2. Have students describe which communication tools they use the most today. Ask students to write about how the communication tools help improve their lives and communicate today.

Below Level:

1. Review each communication tool with students. Ask them to explain how each tool made it faster and easier to communicate with people around the world.
2. Have students work in a group and discuss communication tools they use today. Have the students draw the communication tools they use the most and explain how the tools made it faster and easier to communicate with people around the world.

ELL/Special Needs:

1. Have students work in pairs. Help them each find a communication tool mentioned in the lesson and tell their partner how it helped people communicate. Have students write down how the communication tool worked and helped people communicate.
2. Have students work in a pair or group and think about the communication tools they use at home. Have students draw the communication tool and how they use it.

Cooperative/Project Activities:

Have students create mini bios of themselves and how they communicate with others. Ask students to use pictures of themselves utilizing communication tools at home and/or in school. Have students place their bios on a poster a group poster board.

Lesson 4 Intro

- The Big Question- I will know how new ideas and machines changed people’s lives throughout history.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity-Have students brainstorm possible inventions from the past. Provide some examples in the areas of technology, medicine, transportation, and communication. Then have each student select an invention prior to the activity, but without telling others in the class. Then have students act out what the invention

is as students guess.

Lesson 4

On Level:

Explain to students that people can express their emotions through dance, art, and music. Have students conduct additional research on one of the people identified in the text (or another artist). Have students write a brief paragraph about the person and how they expressed themselves in their art form.

Advance:

Have students research a more recent trend in the arts or provide them an art form to research. Have them write a brief paragraph noting how the trend is new or different from the past.

Below Level:

Explain to students that people can express their emotions through dance, art, and music. Show students an example of a work by someone mentioned in the lesson. Discuss the emotion or experience they think the work represents.

ELL/Special Needs:

Have students go through the lesson and identify people who helped create new forms of dance, art, or music. Have students write one sentence about each person.

Cooperative/Project Activities:

1. Have students research an invention. Ask students to sketch or build a model of the invention. Next, ask students to answer:

What is the name of the invention?

Who invented it?

When was it invented?

What does it do?

How does it help people or make their lives better?

2. Have students pick a current invention they'd like to improve. Next, ask students to sketch or build the improved invention. Provide the example of Ralph Braun who was in a wheelchair since he was 14. He modified a van with a wheelchair lift. Now people in wheelchairs have access to using automobiles. Have them answer:

What does your invention do?

How does it help people or make their lives better?

End of unit: Have students write an informative text describing how landforms and geography affected the way people traveled and how new technology improved travel.

Experiences
(virtual and live field trips)

Take the class on a field trip to a local historical society or location that has changed over time.

Thomas Edison Museum

Whippany Railway Museum

Waterloo Village, Stanhope

Crossroads of the American Revolution, Trenton 609-633-2060
 Fosterfield's Living Historical Farm, Morris Township
 Museum of the American Revolutions virtual field trip
<https://museumvirtualtour.org/>
 Tuskegee Airmen virtual tour
https://www.nps.gov/museum/exhibits/tuskegee_airmen/index.html
 Lewis and Clark exhibit
<http://www.lewisandclarkexhibit.org/>
 Railroad Museum of Pennsylvania virtual tour
<https://rrmuseumpa.org/about/musviews/>
 Erie Canal virtual tour
<https://www.nps.gov/experiences/erie-canalway-virtual-tour.htm>
 Chesapeake & Ohio Canal virtual tour
<https://www.nps.gov/choh/learn/photosmultimedia/virtualtour.htm>

Resources

Savvas:

<https://savvaseasybridge.com/>

Level Reader:

- Below Level: *New Beginnings*
- On level: *Early America*
- Advanced: *Starting Out*

<https://tikatok.com/> -digital classroom publishing studio

Technology:

<https://www.brainpop.com/technology/scienceandindustry/wrightbrothers/>

https://www.nps.gov/hdp/exhibits/ellis/Ellis_Index.html

http://www.parks.ca.gov/?page_id=468

<https://packs.eb.com/>

- The Lightbulb
- The Transcontinental Railroad
- Morse Code
- The Automobile
- The Pony Express
- Amelia Earhart

Other resources:

Teaching about the Holocaust/Genocide, Prejudice & Bullying: *From Friend to Upstander: Stand Up and Make A Difference*

<https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

https://www.nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf Holocaust Curriculum

<https://newsela.com/>

<https://www.discoveryeducation.com/>

<http://ducksters.com>

Suggested Reading, including Amistad:

The Keeping Quilt by Patricia Polacco https://www.youtube.com/watch?v=U-wb4_W7XZk

My Diary From Here to Here by Amada Ima Perez <https://www.youtube.com/watch?v=CUjS-fYIi7s>

The House on Maple Street by Bonnie Pryor <https://www.youtube.com/watch?v=33AAUQNAFQI>

A River Ran Wild by Lynne Cherry <https://www.youtube.com/watch?v=nRkrwJSVi1o&t=218s>

River Town by Bonnie and Arthur Geissert

Hana's Suitcase by Karen Levine <https://www.youtube.com/watch?v=TyzNTdsBoeE>

Pacing/ Time Frame:

5 Weeks

Unit 7	Social Studies	Grade(s)	3
Unit Plan Title:	Chapter 7 Celebrating Our Communities Pgs. 266-317		
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.• 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.• 9.2.5.CAP.2: Identify how you might like to earn an income.• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.• 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).• 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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).• 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).			
Overview/Rationale			
<p>In this unit, students will learn there are communities in all regions of the United States. Weather, climate, landforms and bodies of water can impact where and how people live, as well as the activities people enjoy. There are three types of communities-urban, suburban and rural. In all communities, people live, work and play. Students will also learn that the United States is unique because people from around the world have contributed to the culture of the United States. They settled in cultural regions that maintain some of their group’s culture even today. Culture can be expressed in a variety of ways, including: songs, poems, stories, sculptures, paintings and dance. People celebrate a variety of traditions that are important them, such as Independence Day. They may also celebrate cultures of their ancestors.</p>			
New Jersey Student Learning Standards: Social Studies			
<ul style="list-style-type: none">• 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.• 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.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 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.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 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.

Technology/Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

Interdisciplinary Standard(s) Reading Literature:

- RI.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.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

they support the main idea main idea.

- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Comprehension and Collaboration

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1D. Explain their own ideas and understanding in light of the discussion.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A. Introduce a topic and group related information together; include text

	<p>features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <ul style="list-style-type: none"> • W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. • W.3.7. Conduct short research projects that build knowledge about a topic. • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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21st Century Skills: Check all that apply

E= encouraged T= taught A=assessed

T A	Civic Literacy	T A	Communication
T A	Global Awareness	T A	Critical Thinking and Problem Solving
	Health Literacy	T A	Collaboration
T A	Financial, Economic, Business, & Entrepreneurial Literacy	T A	Creativity and Innovation
T	Environmental Literacy		Other:

Essential Question(s)

- Why do people form communities?
- What types of communities do people live in?
- How can people share their culture?
- What can we learn from our nation's diversity?

Enduring Understandings

- People from all over the world form communities to live, work, and play together.
- People live in rural, suburban, or urban communities.
- People share their culture in many different ways, such as through arts and celebrations.
- Our nation's diversity helps us better understand the people who live in communities and throughout the world.

Student Learning Targets/Objectives

- I can identify reasons people have formed communities.
- I can identify the types of characteristics that comprise a community or a region.
- I can describe how communities have changed over time.
- I can explain similarities and differences between various communities.
- I can recognize that people need to fulfill certain responsibilities to make their communities a good place to live.
- I can distinguish the characteristics of rural, suburban, and urban communities.
- I can identify the cultures that have settled in the United States and other areas of the world.
- I can compare cultural characteristics of diverse populations.
- I can identify and compare how people in different communities adapt to or modify the physical environment in which they live.
- I can identify and compare the human characteristics of various regions.
- I can identify cultural contributions of people of different backgrounds.
- I can describe how a community's cultural heritage can be communicated through writing, stories, art, and music.
- I can explain the cultural values and significance of characters, people, and events portrayed through the arts.
- I can identify various individual writers and artists and how their work contribute to the cultural heritage of various communities.
- I can compare and contrast the arts from various communities.
- I can explain how holiday traditions are part of a culture.
- I can describe how people celebrate their culture in different ways.
- I can describe how people celebrate aspects of their culture around the world.
- I can identify reasons people come to live in the United States.
- I can identify the contributions from various ethnic groups to the United States.
- I can explain and compare the significance of various ethnic and cultural celebrations to contributions of local communities.

Assessments

- | | |
|---|--------------------------------|
| <ul style="list-style-type: none"> • Pre and Formative | |
| Anchor charts | Presentations |
| Exit tickets | Student notebooks |
| Graphic Organizers | Writing across the curriculum |
| Lesson quizzes | Collaborative learning groups |
| Think Pair Share | Open Ended Questions |
| Exit tickets | Workbook lesson/reading checks |
| Online quizzes-Pearson | |

- Summative
Mid Unit Test
Chapter 7 Test
- Authentic Assessments
Collaborative/Group projects

Teaching and Learning Actions

Instructional Strategies

Activities

Differentiation Activities

Students with a 504:

- Adhere to all modifications and health concerns identified in 504 plan.

ELL & SPED:

- Use picture timelines to show events from long ago.
- Provide students with scaffolded sentence stem to help them in making connections between past skills or actions and their lives today.
- Use and point to visuals throughout lesson/activity
- Read picture books aloud to students with information about major events. Allow students to draw an illustration of an event. Expand and allow students to write a sentence to explain the event. Allow students to explain the event to a partner or small group.
- Write key words such as vocabulary words and have students repeat each word. Use pictures of key vocabulary words and content ideas.
- Encourage use of content vocabulary.
- Have children underline and/or highlight key

- **Adapting to learning styles/multiple intelligences** – Students will be offered variety and differentiation in instruction in order to help develop the whole child.
- **Close read** – Students will approach the texts through methodical examination in order to uncover layers of meaning and deeper comprehension.
- **Conferencing**-Meet students and/or student groups one on one about their work and progress.
- **Cooperative Learning**: Students will work in groups interdependent on each other, have individual roles and share ideas in order to complete an activity.
- **Cues, questions, activating prior knowledge**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Effective questioning**: Teacher use in order to draw higher-level responses by focusing on what is important and providing students adequate wait time to respond. This is used to establish an engaging introduction and focus on lesson.
- **Flexible/strategic grouping**- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned
- **Graphic Organizers** – Students will use graphic organizers to display relationships between facts and ideas.
- **Hands on learning** – dramatic play, raps/songs, music, role play
- **Identifying similarities and differences**- Comparing or contrasting two or more items (historical figures or events).
- **Integration of content areas** – Students will use and practice skills in multiple content areas during a single class or learning experience.
- **Learning Centers** – Students will use learning centers to work on specific activities, such as working on cooperative work, sharing ideas with each other and problem solving.
- **Pearson Student Worktext** – Student use during lessons to gain content-specific vocabulary, encourages self-monitoring throughout lesson, extensive use of graphic organizers, analyze visuals, etc. Independent practice completed in text.

vocabulary words or sentences.

- Academic Vocabulary - Create and keep current, a social studies Word Wall.
- Have children draw responses.
- Have children role play/act out responses.
- Model using class anchor charts to assist in their writing/speaking.
- Provide menu options to allow students to pick assignments from different levels based on difficulty.
- Hands-On Learning- dramatic play, raps/songs, music, role-play
- Independent Study/Practice – Investigate a project independently with some support, guidance and feedback from the teacher.
- Assign partner work.
- Snap & Read Google extension (reads to student in selected language).
- Read-aloud
- Small group instruction
- Inclusion of videos, images, films, photos, maps and Google Expeditions
- Choice in task products (song, dance, writing, role play, drawing)
- Provide students opportunities to use graphic organizers, such as T-Charts to practice writing. Encourage students to use words or pictures on their chart.

Gifted and Talented:

- Think-Pair-Share
- Allow students to work in a group and focus on an aspect of life of the Iroquois or Cherokee. Ask students to present a project.
- Use graphic organizers
- Poster/visual presentations.
- Modified instructional strategies

- **Project-based-learning** – Students will work on rigorous, relevant, hands-on learning activities.
- **Reading and writing across the curriculum**- children will practice reading and writing throughout the learning activities.
- **Read-aloud**- Make connections with content and various types of literature via read-alouds (see resource list for ideas)
- **Role Play/simulation/drama** -Students will use role-play, simulation and drama to help invent, experiment, and practice interpersonal skills in a way to represent knowledge.
- **Summarizing** – students will use summarizing to synthesize information, a higher-order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information.
- **Turn & Talk** – Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out his/her partner's ideas/response; then switch.
- **Word Wall** – will be used to organize collection of words in a classroom. This will serve as an interactive literacy tool for teaching vocabulary and spelling to children.

- Individual assignments graded on a more rigorous rubric.
- Invite students to write paragraphs using information from graphic organizers.
- Multimedia projects, using primary sources
- Role play/Act out situations
- Student led classroom instruction

Below:

- Provide students with scaffolded sentence stems to help them make connections between causes and effects in their lives. *Today I can (skill achieved) because I (action taken in the past). If I had not (skill or action taken), then today I (result of lack of action or skill).*
- Assign students to small groups based on their instructional needs.
- Allow students to use graphic organizers for support.
- Pair students to work together to read/reread text.

Activities: Including G/T, SE,
and ELL Differentiation

D

*ELL support: TE Pgs. 272, 279, 285,
291, 297, 305*

Use the following activities to differentiate instructions for students.

Chapter Intro:

- The Big Question (Connection to prior knowledge) –Why do We Need Government.
- Watch Chapter Video-“Exploring Different Communities”. Ask students how are communities similar.
- Jumpstart Activity: Ask: What is a time when people in our community come together? Allow volunteers to respond.
 - Have students write a poem that tells about a time when people have come together in their community.

Think-Pair-Share

- Give note cards to students and have them write a holiday or celebration their families enjoy. Have students hold the card so that other students can read it. Then ask students to pair up with a partner who has something different written on his or her card. Have partners describe their celebrations to each other, including when, where, how and why they celebrate. Finally, allow partners to share what they have learned about each other’s celebrations.
- Introduce literacy skill-Generalize
- Quest Kick Off (Project Based Learning)- Read aloud the Quest title. Ask: How does the title relate to the Compelling Question? Call on a volunteer to read aloud the introductory paragraph. Explain that they will use information from the chapter, their lives and other resources to create an advertisement that outlines the reasons why people enjoy living in their community. Call on another volunteer to read aloud the speech bubble. Have students turn to a partner and discuss the things they enjoy in their communities. Advise students that their answers will help them begin thinking about things that other people also enjoy about their community.

Remind students that the Literacy Skill for the chapter is Generalize. Explain that a generalization is a broad statement that explains how different things are alike in some way.

- A. Read step 1 with students. Tell students to consider the different cultures and celebrations present in their community. Have students discuss their answers to the question before writing them in the Worktext.
- B. Read aloud the instruction for Step 2. Tell students the generalizations they will make in their advertisements. Allow students to work in small groups to brainstorm and share ideas related to developing generalizations about their community.
- C. Tell students that as they read the chapter, they will be looking for generalizations about topics. Point out that these generalizations might come from the text or from visuals, such as primary source images and their captions. Remind them that they can also look at the lesson titles in the Table of Contents for ideas. Tell them to make note of Quest Connection questions as

they work through the lessons.

Lesson 1 Intro

- The Big Question – I will know ways in which communities are the same and different.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity: Before class, gather images or list things in your community that are old, new, and fun to do. Tell students for this activity, they will create a mural. Ask students, when they think of where they live, what are the first ideas that come to their mind? Have students make a list of words to describe where they live. Include words that tell about its location, streets, buildings, places and people. Allow partners to talk about the things they plan to include in their murals. Display the images or list for the class to review as they work on their murals.

Lesson 1

On Level:

1. Have students draw their community showing the jobs people have and the things they enjoy doing.
2. Have students compare and contrast a beach and mountain community.

Advance:

1. Have students complete a 4-column chart with the headings “Land Resources,” “Water Resources,” “Work,” and “Activities”. Have students identify the resources available in their community or state.
2. Ask students to write a short paragraph about which type of community (mountain community or beach community) they would prefer to live in by including the activities they can enjoy in their community.

Below Level:

1. Provide students with pictures of different water and land resources. Have students discuss and write the types of jobs and activities people do that rely on the resources.
2. Have students use a 2-column chart with the headings “Mountain Community” and “Beach Community.” Ask students to write three details about each type of community.

ELL/Special Needs:

1. Assign students to work in pairs or small groups. Have students describe a job that someone they know does in their community. Then ask students to describe an activity they like to do in their community.
2. Have students draw a beach or mountain community showing or describing the activities people can do there.

Lesson 2 Intro

- The Big Question - I will know what rural, suburban and urban communities are like.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Before class, gather some images of urban, suburban, and rural communities. Point out to students which

picture is an image of a city, which one is an area near a city, and which one is a countryside. Have students turn and talk to a partner and talk about the things they could see, hear and smell in each of these communities.

Lesson 2

On Level:

Have students compare the three types of communities-rural, suburban, and urban. Have students describe what they might see in each community. Ask students to choose one type of community and include why they would prefer to live there.

Advance:

Have students write a poem or story about their own type of community to tell how they feel about it. Have students describe whether the community is urban, suburban or rural. Ask students to include some of the characteristics of their community in their poem or story. Invite students to read their poems aloud when they are finished.

Below Level:

Have students make a poster that shows each type of community. Have them divide the poster into three sections and draw what they might see in rural, suburban and an urban community. Display the completed posters in the classroom.

ELL/Special Needs:

Have students make a poster that shows each type of community. Have them divide the poster into three sections and draw what they might see in rural, suburban and an urban community. Display the completed posters in the classroom.

Collaborative/Project Activities:

Have students sketch or build a model of their community.

Lesson 3 Intro

- The Big Question – I will know how people and climate shape culture.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity - Show students the current month on a calendar. Point out any holidays or special days that are present in the month. Use an online weather resource to review weather data for the month, and add this information to the calendar. Allow students to use the calendar as a resource as they complete the Jumpstart Activity.

Lesson 3

On Level:

Have students learn about the culture of a third region and write about how people live in that region.

Advance:

Have students learn about the culture of a third region and write about how people live in that region. Have them explain how the region's climate affects its culture and makes comparisons between this region and Tibet and/or Egypt.

Below Level:

Have students use a Venn-Diagram with the headings “Tibet” and “Egypt”. Ask students to compare how the two regions are similar and how they are different.

ELL/Special Needs:

Have students make a two-column chart with headings “Tibet” and “Egypt.” In each column, have students make notes about the information from the text.

Lesson 4 Intro

- The Big Question – I will know how people share culture through the arts.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Ask students to name talents that they have and list these talents on the board. Discuss how different people have different talents. Then have students complete the Jumpstart Activity in the worktext.

Lesson 4**On Level/Advance:**

Have students choose a myth (ex: Fountain of Youth or Robin Hood) or legend (perhaps a Disney legend). Then have students retell the story in a new way using a simple picture book format with text and illustrations. Provide an opportunity for students to read their books to the class or younger grades in school.

Below Level:

Have students choose a book or story that represents a culture they would like to learn about (use Newsela). Then have students create a picture book or write a story about the culture. Have students use illustrations to tell their story.

ELL/Special Needs:

Arrange students in small groups. Explain to students that the stories we read often include elements of an author’s culture and life experiences. Ask students to tell or write a story about their life experiences or culture. Encourage students to use movement or visuals.

Collaborative/Project Activities:**Lesson 5 Intro**

- The Big Question – I will know how people share their culture through celebrations.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Ask students to name festivals or celebrations they have attended. As students name these, list them on the board. Then create a chart with the festivals or celebrations named. Ask the students to name things they experienced at each festival or celebration, and add student responses in the chart. Have students use the information in the chart as they complete their drawings on an activity they did at the festival or celebration.

Lesson 5**On Level:**

Have students read Newsela article: *Juneteenth celebrations commemorate final end to slavery*. Have students create a list of holidays people celebrate, including Juneteenth, around the world. Ask students to describe how and why people celebrate the holidays.

Advance:

Have students read Newsela article: *Juneteenth celebrations commemorate final end to slavery*. Ask students to conduct additional research and compare how three countries (and/or cultures) celebrate independence (including Juneteenth). Have students describe why the holidays are symbolic, special and/or important to people of all countries/cultures.

Below Level:

Have students read Newsela article: *Juneteenth celebrations commemorate final end to slavery* with the Readaloud feature. Ask students to Turn and Talk to discuss how they and their families celebrate Independence Day or another holiday. Encourage students to create a poster of Juneteenth and describe what the holiday symbolizes for African Americans and how they assume people celebrate it today. Journal or diary entry of one who was alive at the end of enslavement. Students can express their excitement as a new chapter of life emerges.

ELL/Special Needs:

Remind students that countries, including the United States, were once ruled by other nations. Explain to students that we celebrate Independence Day on July 4th to remember when the United States became free from British rule. Have students read Newsela article: *Juneteenth celebrations commemorate final end to slavery* with the Readaloud feature. Ask students to illustrate or describe how they would promote Juneteenth celebrations.

Collaborative/Project Activities:

Have students create Independence Day crafts (ex. Construction paper or clay models of the U.S. Flag, bald eagle and other symbols American Revolution).

Lesson 6 Intro

- The Big Question – I will know how people share and express their culture.
- Preview vocabulary and definitions / Word Wall / Rap About it
- Jumpstart Activity- Prior to starting the Jumpstart Activity, have students talk in small groups about what they have learned about other cultures. Encourage students to talk about not only what they have learned from the text, but also what they have learned about the culture, celebrations and traditions of each other.

Lesson 6

On Level:

Ask students to think about the diversity and cultural differences that exist in their city or community. Have students read additional stories online or interview someone of a different culture. Have students share their stories with the class.

Resource: <https://myimmigrationstory.com>

	<p>Advance: Tell students that cultural diversity increases as more people from other countries come to the United States. Have students discuss what they can learn from cultural diversity and people of backgrounds different from them. Have students write their responses.</p> <p>Below Level: Ask students to think about the diversity and cultural differences that exist in their city or community. Have students brainstorm questions they would like to ask someone of a different cultural group. Have students interview someone of a different cultural background in their community and present it to the class.</p> <p>ELL/Special Needs: Explain the meaning of diversity to students. Give examples of diversity through the cultural differences that exist in the local community. Ask students to ask each other questions about</p> <p>Collaborative/Project Activities: Provide students with a 4x6-size paper. Have students draw and color the flag that represents their culture. Collect the flags and connect them together to create a paper quilt.</p>
<p>Experiences (virtual and live field trips)</p>	<p>Recommend students participate in cultural celebrations in school.</p> <p>Speakers</p> <p>South Orange Performing Arts Center-check schedule of events</p> <p>NJ PAC</p> <p>Newark Museum</p> <p>Ellis Island virtual field trip</p> <p>http://teacher.scholastic.com/activities/immigration/webcast.htm</p> <p>Angel Island immigrant voices</p> <p>https://www.immigrant-voices.aiisf.org/</p> <p>Angel Island immigrant station tour</p> <p>https://www.immigrant-voices.aiisf.org/</p> <p>Tuskegee Airmen virtual tour</p> <p>https://www.nps.gov/museum/exhibits/tuskegee_airmen/index.html</p>
Resources	
<p>Savvas https://savvaseasybridge.com/</p> <p>Level Reader:</p> <ul style="list-style-type: none"> Below Level: Our Communities On Level: American Communities Advance Level: Building Communities <p>https://tikatok.com/ -digital classroom publishing studio</p> <p>Technology https://www.brainpop.com/socialstudies/culture/</p>	

Other resources

<https://newsela.com/>

<https://www.discoveryeducation.com/>

<https://myimmigrationstory.com>

<https://packs.eb.com/>

- Mahatma Gandhi
- Memorial Day
- Christmas
- Labor Day
- President's Day
- Veterans Day
- Cinco De Mayo
- Independence Day

https://www.nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf NJ Holocaust Caring Makes a Difference

Suggested Reading, including Amistad:

Edward Hopper Paints His World by Robert Burleigh https://www.youtube.com/watch?v=IF8_2eNZW48

Jubilee! One Man's Big Bold, and Very, Very Loud Celebration of Peace by Alicia Potter

E-I-E-I-O! How old MacDonald Got His Farm With a Little Help From a Hen by Judy Sierra

Old Manhattan Has Some Farms by Susan Lendroth

Cameron, Ann Julian, *Secret Agent* 1988

Charbonneau, Eileen *Honor to the Hills* 1997

Christie, R. Gregory *Brothers in Hope: The Story of the Lost Boys of Sudan* 2007

<https://www.youtube.com/watch?v=2uLLtMppoLY>

Pacing/ Time Frame:

6 Weeks